Middlebury College
1986–1987

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Middlebury College endeavors to present an accurate overview of the programs, facilities and fees of the College in this publication. However, Middlebury College reserves the right to alter any program, facilities or fees described in this publication without notice or obligation.

Note: *The last page of this catalog contains a listing of administrative offices and telephone numbers.*

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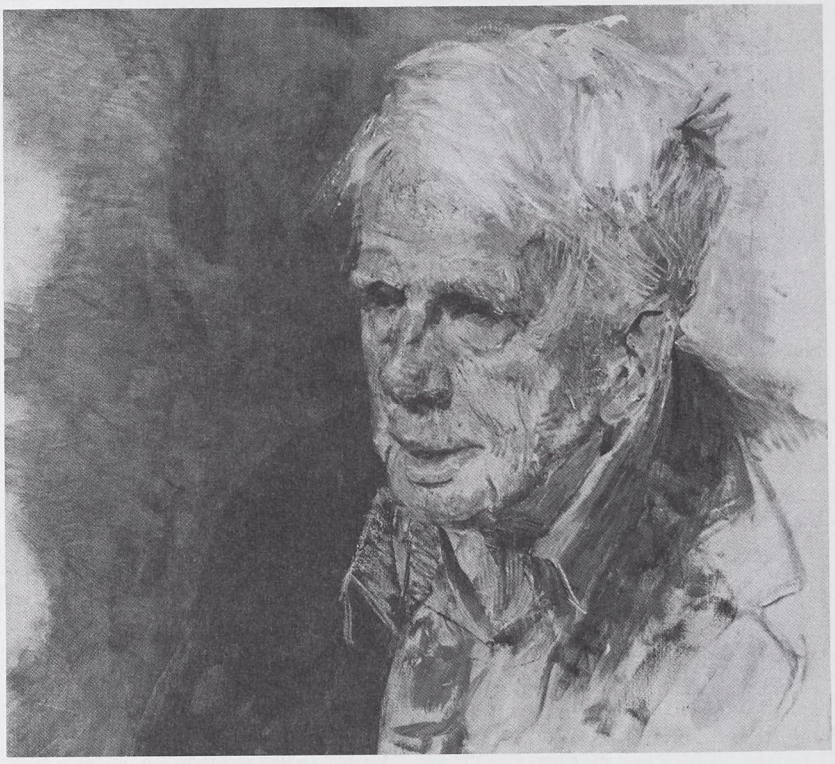

Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright . . .

Robert Frost, *The Gift Outright*

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" from *The Poetry of Robert Frost* edited by Edward Connery Lathem. Copyright 1942 by Robert Frost. Copyright ©1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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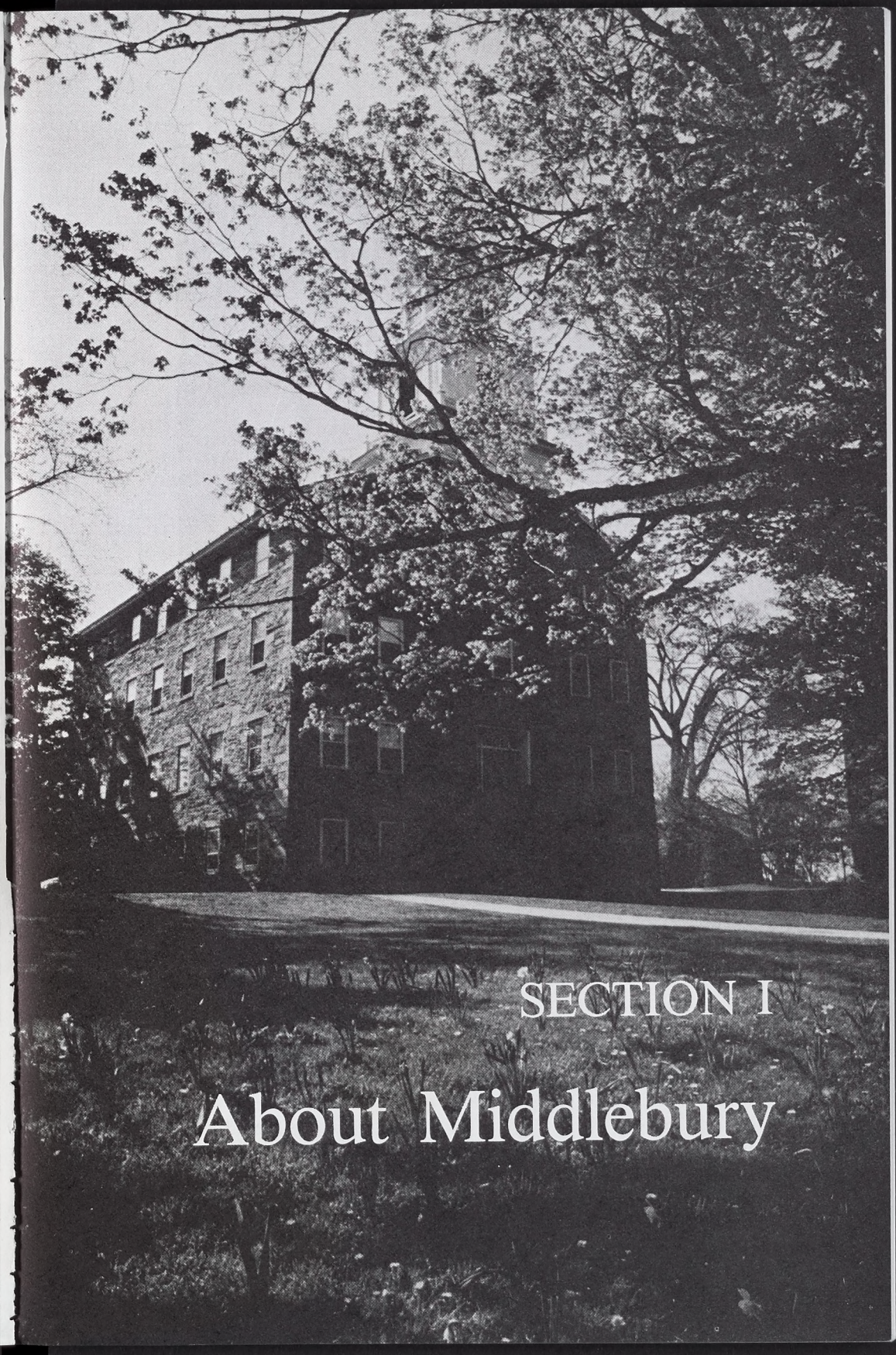


SECTION I

About Middlebury

To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves . . .

It is the primary purpose of this book to give you an idea of the education Middlebury College offers young men and women. However, nothing Middlebury College makes available to its students—a distinguished faculty, facilities for research, challenging programs, residential living—will be of any lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Accordingly, the College seeks students willing to yield the full measure of their capacity. In academic study or athletics, in the arts, in the pursuit of leadership and social service, Middlebury wants those who will give freely of themselves. What the College can give you in return is described in the pages that follow.

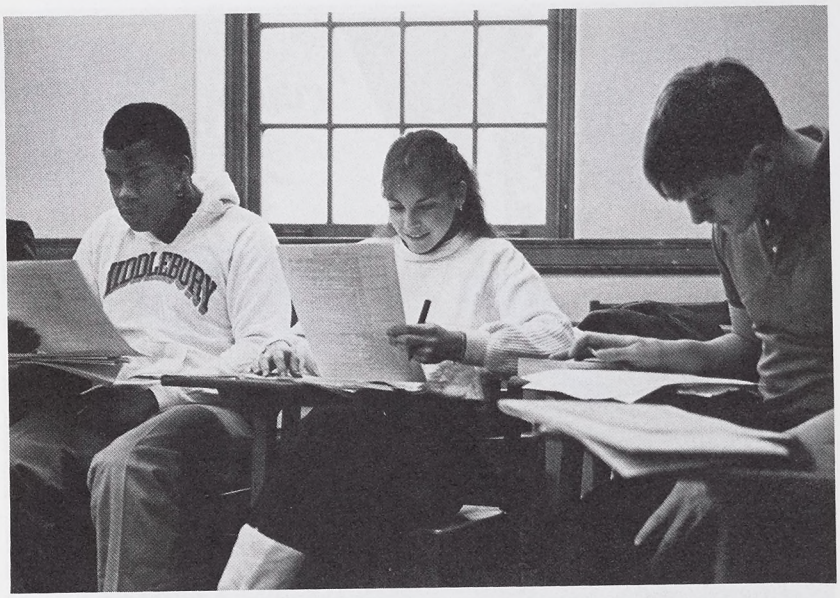
Middlebury is well-known as one of New England's outstanding small, residential, liberal arts colleges of long tradition. Founded in 1800, it is among the oldest of these colleges; and having admitted women in 1883, it is among the very first to have become coeducational. As a liberal arts college, it offers its students a very broad curriculum embracing the humanities, foreign languages, the social sciences and natural sciences. The breadth and humanistic bent of a liberal arts curriculum distinguish it from what one finds in a preprofessional school. It is certainly a privilege to be able to spend four years in a liberal arts college, but Middlebury also believes that it is essential to the vitality of American democracy and world community for able and talented young men and women to have this opportunity.

Since Middlebury is a residential college, the great majority of the 1900 students live and dine on campus. The idea of residence in college facilities originally grew out of an interest in inexpensive housing and a concern for moral discipline. As it has evolved in colleges like Middlebury, residential living offers a considerable sociological education in the variegated ways of humankind; and the self-

contained community of a residential college gives to the college social experience a certain intensity and depth that cannot be found in the commuter college.

A majority of our entering class has picked Middlebury as first choice, but almost all have seriously considered other possibilities. Although Middlebury is highly selective, it is in keen competition with other institutions for students of exceptional ability and promise. What brings such an undergraduate to Middlebury in particular? Students often cite as prime factors in their choice: co-education, size, academic program, and very frequently, the natural environment. The College is situated on a hill in the Champlain Valley at the base of the Green Mountains with the Adirondack Mountains in full view to the west. Those who rejoice in urban pleasures may not at first be enchanted with the farm lands, great natural forests, lakes and mountains that cover the landscape surrounding the campus, but they can, if adventurous, explore the resources of the nearest great city, Montreal, which is only two and one half hours away by car.

It may appear at first glance that Middlebury's academic program is hardly distinguishable from that of other excellent liberal arts colleges. However, this appearance is deceptive, for there is much that sets Middlebury apart. Every summer, for example, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight different foreign languages and cultures, and the use of English is virtually banned for the 1300 participants, among whom are a number of Middlebury undergraduates. Arabic, Chinese and Russian as well as French and Spanish are some of the languages pursued. High in the Green Mountains lies Middlebury's Bread Loaf campus where for six weeks each summer the Bread Loaf School of English is at work followed by the Bread Loaf Writers' Conference, which brings together two hundred authors and aspiring authors for two weeks of intensive give and take on the art of writing. There is also an overseas dimension to Middlebury College. In five major European cities—Florence, Madrid, Mainz, Moscow and Paris—the Middlebury Language Schools have the headquarters of their Schools Abroad. These schools enroll approximately two hundred graduate and undergraduate students who are seeking to develop an understanding of foreign languages and cultures through direct experience as well as academic study. In addition, the Bread Loaf School of English is also in session each summer at Lincoln College, Oxford University, and it is attended by both undergraduate and graduate students.



Middlebury is thus in reality a small international university, and it is this international dimension that especially distinguishes her from her sister institutions. While the international emphasis is most in evidence in the work of the eight Language Schools, there is about all of Middlebury's education a sense of looking outward, a realization that the traditional insularity of America is indeed something of the past, a habit that we can no longer afford. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but those who wish to expand their vision, to see beyond the bounds of class, culture, region or nation. Indeed it could be said that the central purpose of a Middlebury education is precisely this transcendence of oneself and one's own concerns, and while for some this transcendence may come through the study of other people and other tongues, for others it will come through the hard study that brings an understanding of physics or philosophy, mathematics or music.

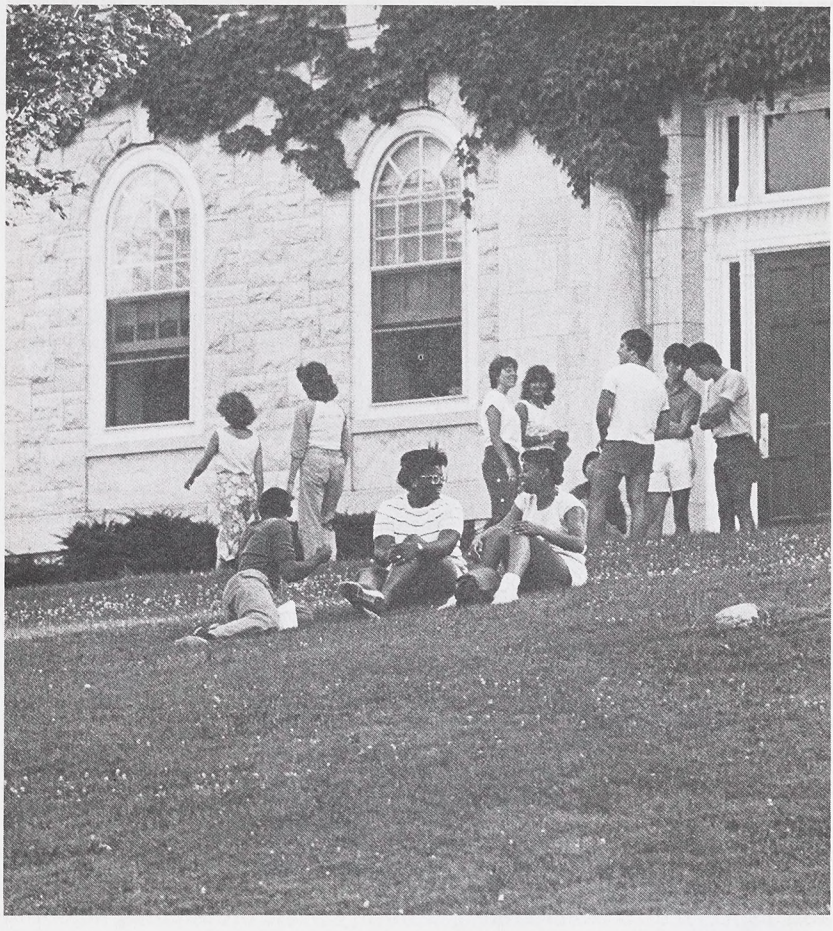
The rest of this publication will describe the people, programs and facilities that compose Middlebury College. It was not the natural and easy course to found a college in a Vermont village in 1800; it had to be a matter of conscious choice. Education at Middlebury continues to be a matter of choice, not drift. This will to education creates a particular spirit of independence and pride which stamps Middlebury, for all it shares with others, as unique.

The Middlebury Student

Middlebury has been highly selective in its choice of applicants, and this is clearly reflected in the academic records of the entering classes. The combined SAT scores for a typical class average approximately 1220. A high percentage of the matriculating students rank in the top 10% of their secondary school class. As important as these factors are in determining a student body of the highest quality, the College seeks more than test scores or grade averages. Middlebury is looking for unique students who will contribute something of their own to the diverse College community and also respond creatively to the contribution of others. Students with relatively poor scores or undistinguished high school standing gain admission on the basis of a demonstrated drive to excel. An exceptionally talented student leader, a dedicated painter or performer, a young person who has shown a will to learn despite inferior schooling, or a superior athlete may be chosen because the College believes that he or she can add a special direction to the community while broadening personal strengths.

While Middlebury draws heavily from the area where it is best known, the nearby New England and Middle Atlantic states, more than 30% of the students come from 500 or more miles away, and about 15% come from west of the Mississippi. Foreign students from forty-three different countries enrolled during the 1985-86 academic year.

Middlebury's admissions policy is racially and religiously nondiscriminatory, and all major religious faiths and racial groups are represented. The College plans for a 50:50 ratio of men and women students. Like many other colleges, Middlebury has been making special efforts to recruit minority group students. No student is denied admission because of financial need and in recent years the Of-



fice of Financial Aid has succeeded in meeting the demonstrated financial need of all entering freshmen.

Any personality sketch of Middlebury students must be overbroad and highly subjective. Students who matriculate at Middlebury have high academic aspirations. Obviously they are bright, usually highly verbal and almost everyone seems to be "into something" — from rappelling to madrigals. Fortunately with such a range of enthusiasms, students display extraordinary tolerance. There seems to be very little pressure at Middlebury to conform to any present image. Fraternity men, ballet dancers, rock faddists, debaters, violinists, electronics experts and gourmets not only coexist but interact in a series of social patterns which defy normal stereotypes.

The Faculty

Approximately 80% of the Middlebury faculty who teach in degree granting programs have received their Ph.D. degree or the equivalent terminal degree in their field. Harvard is most strongly represented on the faculty, followed by Yale, Princeton, Columbia and the University of Chicago. Faculty choose Middlebury because of the teaching opportunities it affords. Simply put, excellent faculty like to have excellent students. Here is how one faculty member characterizes teaching at Middlebury:

> Professors have a relationship with students that makes teaching at Middlebury an experience of joy and self-fulfillment. Many classes are seminars. Lecture courses with large enrollments have generally one hour of group discussion each week. Senior majors write a thesis under the direction of a professor. Because of the structure of learning, teachers and students communicate with each other in a personal and dynamic way. After lectures, students do not shuffle out of classrooms mutely and indifferently. There are always some deeply involved and responsive students who remain to ask questions and to dispute the instructor's interpretation or argument. Facing the challenge of such intellectually aggressive and critically alert young minds, professors cannot rest contentedly with the knowledge that they have acquired in graduate school.
>
> At Middlebury, teachers must be students, learning continually, posing new questions, looking at old questions from a fresh perspective and re-evaluating old views. Because of close and frequent contacts with students as individuals, teachers have the opportunity to watch them develop in mind and spirit from the beginning to the end of the semester, from freshman year to graduation. As a result, Middlebury professors have the wonderfully gratifying experience of knowing that they have made some contribution to the life of their students. What, above all, makes teaching at Middlebury a rewarding vocation are the special qualities that professors discover in the stu-

dents. In strange and unexpected ways, Middlebury students can be so responsive and appreciative, sensitive and kind.

Just as students value the manageable size of the College, faculty are attracted to Middlebury because they know that they are treated as full colleagues in their department and can have an immediate impact on programs and patterns of teaching. It is a young faculty—the average age is 39. There are 145 regular or full-time-equivalent faculty appointments for a student-faculty ratio of approximately 13:1.

Middlebury College is preeminently a teaching institution. Faculty who come to Middlebury make a career decision that makes teaching the ultimate end of research and publication. The College believes firmly in the notion that research is vital to faculty in order that they may remain at the growing edge of their discipline—but research at Middlebury always leads back to the moment of confrontation in the classroom. One can gather some idea of the varied interests and accomplishments of the faculty from a random selection of recent publications.

SOME RECENT FACULTY PUBLICATIONS

Eve Adler, *Catullan Self-Revelation,* Arno.

Alicia Andreu, *Galdos y la literatura popular,* S.G.E.L.

David Audretsch (with Charles Kindleberger, ed.), *The Multi-national Corporation in the 1980s,* MIT Press.

Lynne Baker, "On the Very Idea of Form of Life," forthcoming.

Brewster Baldwin, "Tectonic Implications of the Crown Point Section, New York (abs.)," *American Association of Petroleum Geologists Bulletin.*

Barbara Bellows, *God and General Longstreet,* LSU Press.

John Berninghausen et al., *Revolutionary Literature in China: An Anthology,* M.E. Sharpe, Inc.

John Bertolini, "Shaw's Ironic View of Caesar," in *Twentieth Century Literature.*

David Bumbeck, Recent one-man shows of prints: Everson Museum, Syracuse; Hofstra University; Pensacola College. Invited to the Twenty-first National Exhibit of Prints at the Brooklyn Museum.

James Butler, Recent one-man shows at Tibor Nagy and Coburn Galleries.

Ray Carney, *American Dreaming,* University of California Press (forthcoming).

Gregory Chiang Kuei-ke et al., *Language Reform in China,* M.E. Sharpe, Inc.

Michael P. Claudon, (ed.) *The International Debt Crisis,* Ballinger.

David Colander, *Macroeconomic Theory and Policy.* Scott, Foresman.

Eric Davis, *The Changing Federal Budget*, Pergamon.

John Elder, *Imagining the Earth: Poetry and the Vision of Nature*, University of Illinois Press.

Robert Ferm, *Jonathan Edwards the Younger, 1745–1801: A Colonial Pastor,* William P. Eerdmans.

John Hunisak, *The Sculptor Jules Dalou: Studies in His Style and Imagery,* Garland Press.

Travis Jacobs, *America and the Winter War,* Garland Press.

Edward Knox, *Patterns of Person,* French Forum.

Marjorie Lamberti, *Jewish Activism in Imperial Germany,* Yale University Press.

C. Randall Landgren, "Preparation of Protoplasts of Plant Cells," *Methods in Cell Biology.*

Sydney Lea, *The Floating Candles.* University of Illinois Press.

Russell Leng, "Reagan and the Russians: Crisis Bargaining Beliefs and the Historical Record," *American Political Science Review.*

Donald Lopez, *A Study of Svantantrika,* Snow Lion.

Gary Margolis, *The Day We Still Stand Here*, University of Georgia Press.

Edward Martin, *H.L. Mencken and the Debunkers*, University of Georgia Press.

John McCardell, *The Idea of a Southern Nation,* W. W. Norton.

John McWilliams, *Hawthorne, Melville and the American Character,* Cambridge University Press.

Elizabeth Napier, *Sounds (a Translation of Wassily Kandinsky's Klange),* Yale University Press.

Victor L. Nuovo, "Tillich and Emerson," *Journal of American Academy of Religion.*

Michael Olinick, *An Introduction to Mathematical Models in the Social and Life Sciences,* Addison Wesley.

Robert Pack, *Affirming Limits,* University of Massachusetts Press.

Jay Parini, *Anthracite Country,* Random House.

Edward Perry and Rene Prieto, *Michelangelo Antonioni,* G. K. Hall, forthcoming.

Bruce Peterson, (with Robert Jones) "Almost Congruent Triangles," *Mathematics Magazine.*

Kirsten Powell, "Cowboy Knights and Prairie Madonnas," *Great Plains Quarterly.*

Carol Rifelj, "Circumscription: the Other in Proust's La Prisonniere," *Twentieth Century Literature.*

Steven Rockefeller, "John Dewey: the Evolution of a Faith," in *History, Religion and Spiritual Democracy,* ed. M. Wohlgelernter, Columbia University Press.

Thomas Root, "Scorpion Neurobiology," *in Biology of The Scorpionida,* Stanford University Press.

Paul Sommers, (ed.) *Welfare Reform in America,* Kluwer-Nijhoff.

John Spencer, *The Kenya African Union, 1944–1953,* Routledge, Kegan Paul.

Douglas Sprigg, "Shakespeare's Visual Stagecraft: The Seduction of Cressida," in *Shakespeare: The Theatrical Dimension.*

George Todd, *Variations for Computer Synthesizer.*

P. Frank Winkler, "Models for the X-Ray Emission from Supernova Remnants," *Astrophysical Journal.*

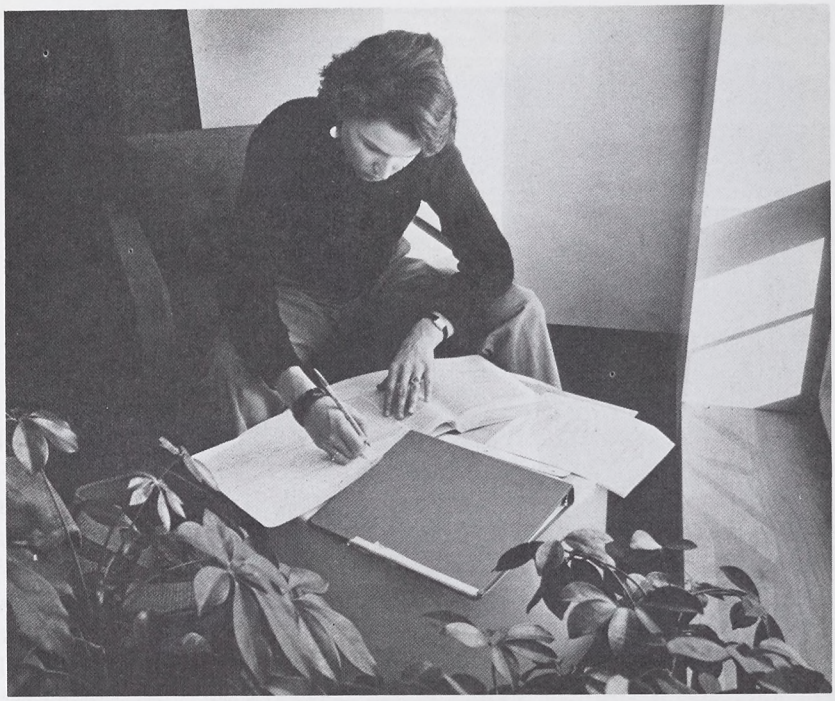
R. L. T. Wolfson, "Equilibrium and Stability of Coronal Magnetic Arches," in *Astrophysical Journal.*

O. Larry Yarbrough, *Not Like the Gentiles . . . Marriage Rules in the Letters of Paul,* Scholar's Press.

What Is "Higher" in Higher Education?

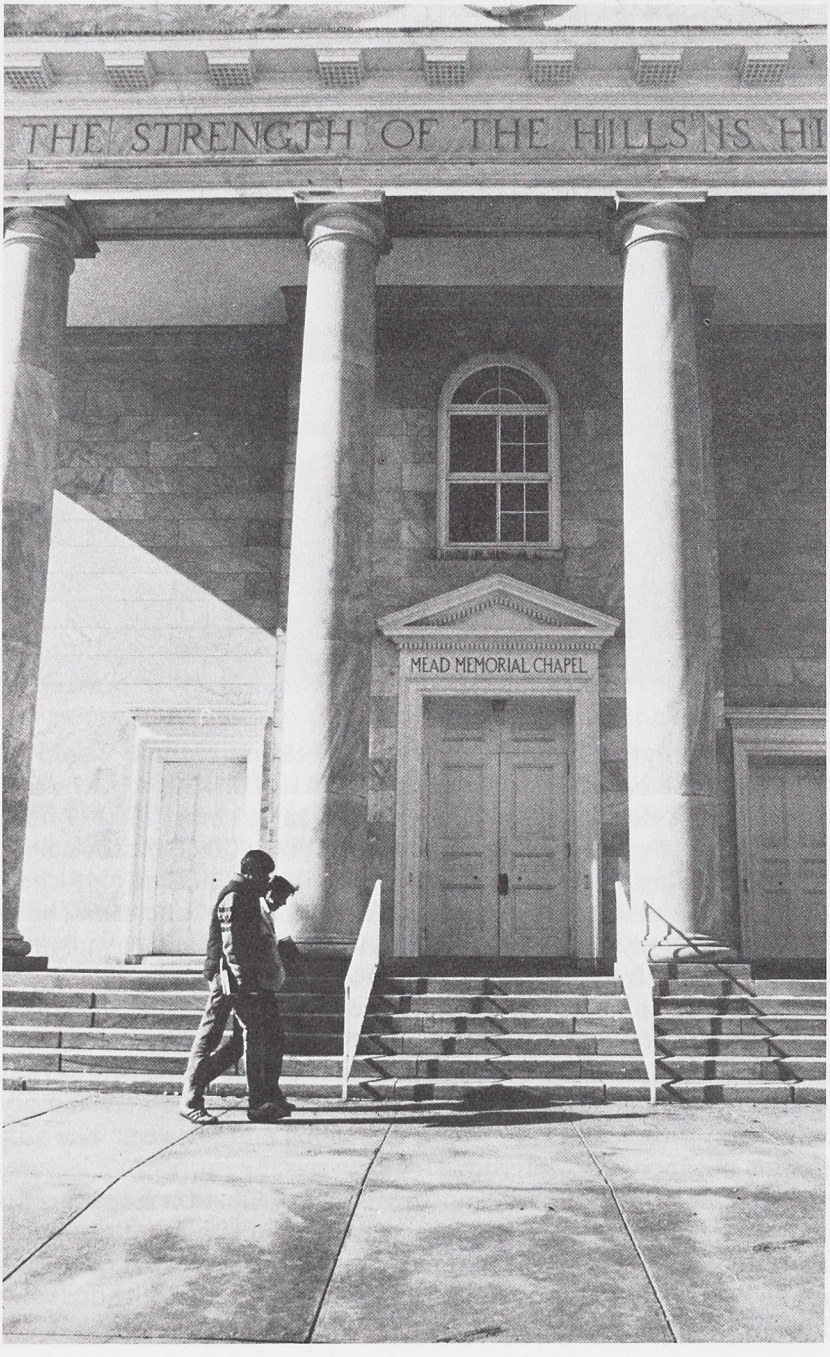
Some years ago, a national educational journal recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method, would be to start at the base of the building and measure the building by laying the barometer along the walls to determine the height in



barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building." The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but rather considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he comes to appreciate "from above" the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the question and its context are comprehended.


THE STRENGTH OF THE HILLS IS HI
MEAD MEMORIAL CHAPEL

"What are you going to do at College?"

The conventional answer is, "I plan to study/major in History, Physics, French, etc." It is, of course, a curious answer. College students *do* all sorts of things—a few even actively non-study. It would probably be more accurate for them to say "I spend endless hours reading/memorizing Russian verbs/solving equations." Perhaps it would better convey the emotional quality of life to say "I am fascinated by Jung's theory/I am bored witless/I love playing soccer." Those matters will be discussed in the next section of this booklet, but for now the conventional answer can be addressed. Students do identify their college activity with their major field of study. At Middlebury, majoring in a single discipline or combination of disciplines is the primary requirement for graduation. So strong is the sense of identity with a departmental major that the student government has been organized very successfully around a core constituency based on department majors rather than dormitories or class years.

A large percentage of freshmen expect to change majors and indeed many actually do. During the freshman and sophomore years this can usually be done easily and it is an obvious good. There are many wholly new subject areas at the college level that no freshman is likely even to consider prior to coming to college. Philosophy, Economics, Sociology, Anthropology and Psychology are normally begun at the college level. Many old scholastic friends like English, Mathematics, History, Languages and Science may take on a range of complexity, depth and subtlety which transforms them into qualitatively different subjects from those earlier studied. Major choices based on secondary school experience are not completely trustworthy and students are actively encouraged to consider new options.

Since departments and departmental choice bulk so large in a student's self-identification as a college student, a brief presentation

of the Middlebury academic departments and programs is as ready a means as any to describe the meaning of Middlebury to prospective students. The departments are arranged here according to the four divisions of the College: Humanities, Social Sciences, Foreign Languages and Natural Sciences. There is a brief sketch of the program, personnel and "personality" of the Department, a listing of some current research interests of the faculty and a list of typical course programs. Concluding this section, there is a description of non-departmental majors and of certain academic programs which do not offer majors.

THE ARTS AND HUMANITIES

Why do students major in English or the other disciplines of the humanities, such as American literature, philosophy or religion, since relatively few take up careers as poets, philosophers or divines? Two reasons should be singled out for special comment. Both English and American literature are many-faceted studies. They do not so much define a discipline as carve out a subject matter which is approached from many directions—critical, historical, technical, aesthetic and creative. In addition, these two literary disciplines share with their more ancient companions in the humanities, religion and philosophy, a particularly intense interest in individual human experience. The social sciences, as their name implies, are more concerned with communities, culture, and the generalizable and formulable regularities of human activity. The humanities may focus on how it feels for the single person to live, like Hamlet or Jay Gatsby, with noble dreams in a declining age. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God, the humanities point uniquely to the most personal core of human experience.

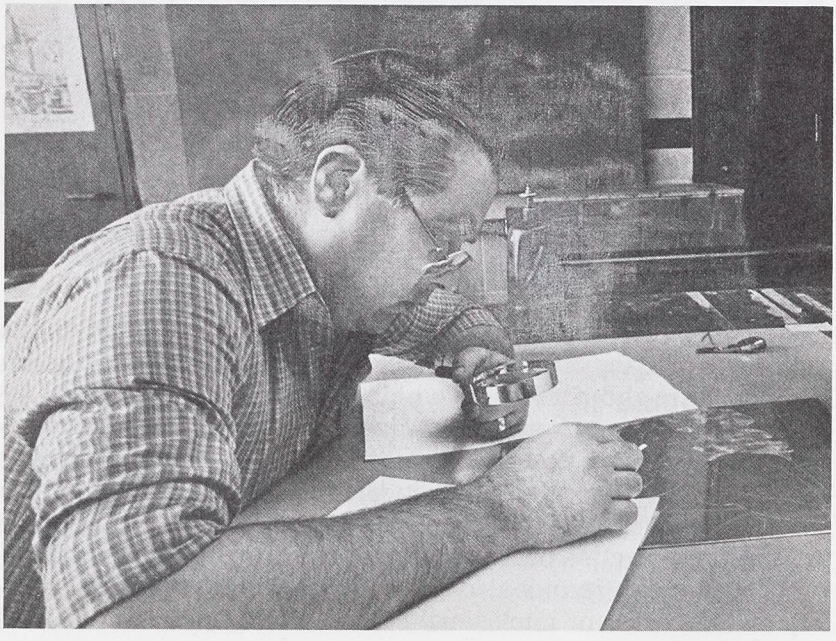
The departments of Art, Music, and Theatre, Dance and Film complete the roster of the humanities. In these fields, too, personal, individual expression is central but they differ from the literary humanities because of the emphasis on *making* in addition to verbal self-reflection and knowledge. Students in these fields—even those working in the more theoretical aspects of the subject—are expected to design, compose, create, or perform as well as know.

American Literature and Civilization

Middlebury may well be unique among this country's liberal arts colleges in offering opportunities for the systematic study of American literature and civilization within a separate department of instruction which is not simply a sub-division of a larger English Department. The very fact that such an arrangement has existed here for more than half a century serves to indicate the seriousness with which this field of study has traditionally been regarded (the distinguished Abernethy Collection of American Literature in Starr Library is another such indication); it also helps to explain the particular intensity and the sense of intellectual commitment which teachers and

students working in this area over the years have continued to bring to their exploration of the nation's imaginative life.

The department offers two different majors, one in American Literature and one in American Civilization. Generally speaking, the American Literature major seeks to provide a detailed understanding of the nation's principal writers and literary movements as they have developed historically from the colonial period to the present day. The American Civilization major, which is essentially interdisciplinary in character, is concerned with developing an informed awareness of the momentous but often subtle processes of change which have taken place in the cultural life of the United States. Requiring students to achieve a certain range as well as depth in their studies by completing courses in a number of participating departments, this major offers the possibility of a comprehensive grasp of the outlines of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas, values and predispositions. Although the focus of these two majors is somewhat different, then, each assumes a general determination to see the diverse elements of American experience not in isolation, but in their mutually illuminating relation to one another.



Art

Art thrives at Middlebury. The Department of Art, housed in the handsome Christian A. Johnson Memorial Building, includes a painter, a print maker, a sculptor and five historians of art and architecture. The art collection has developed to include fine teaching examples of virtually every major movement in art. In addition to its outstanding faculty and broad curriculum, the department offers opportunities to study with distinguished visiting professors of art history and of studio arts. It is not surprising that, under these fortunate circumstances, student interest in art has become intense.

The Art Department offers courses in both the history of art and studio because they complement and reinforce each other. Art history provides a critical study of aesthetic ideas and works of art in context, while the actual experience of painting, drawing and sculpting heightens and activates the student's sensibilities. Art can be a source of pleasure, but with understanding it can become even more. The aim of the program is to spark and develop this understanding and appreciation of the visual environment, whether as an introduction to later professional study in art or architecture or for rewarding personal intellectual discipline and enrichment. Here the student can learn to interpret and respond to art as visual communication, gaining new access to distant and generally obscure cultures as well as enduring, meaningful and absorbing insights into the contemporary world.

English

To read analytically and imaginatively, to write accurately and to speak effectively are skills which the English Department seeks to foster along with knowledge of the range of sensibilities within the tradition of literature written in English.

These skills and this goal are reflected by the department's offerings: courses in the Freshman Writing Program, the genre and period courses, seminars, independent work, the General Examination, and the creative writing and expository writing courses.

In a typical term, for example, a freshman electing a writing course in the department may choose among narrative fiction, lyric and narrative poetry, drama, the essay and the writing of fiction or poetry. A similar diversity carries through subsequent upperclass offerings and into the seminar program.

The department seeks to stimulate the discussion essential to reflection about literature. Thus, the freshman writing courses are limited

in size to make the discussion of texts and of student writing possible. Most of the larger lecture courses have discussion sections. The writing courses and seminars rarely exceed enrollments of fifteen. Majors are encouraged to undertake tutorials in literature or writing, whereby they work closely with individual faculty members, often in pursuit of departmental honors.

The major is a challenging one. It is elected by students committed to reading and writing about literature. They undertake a program of courses and of independent preparation culminating in a General Examination that includes both written components and an oral discussion of literature with several of the department's faculty.

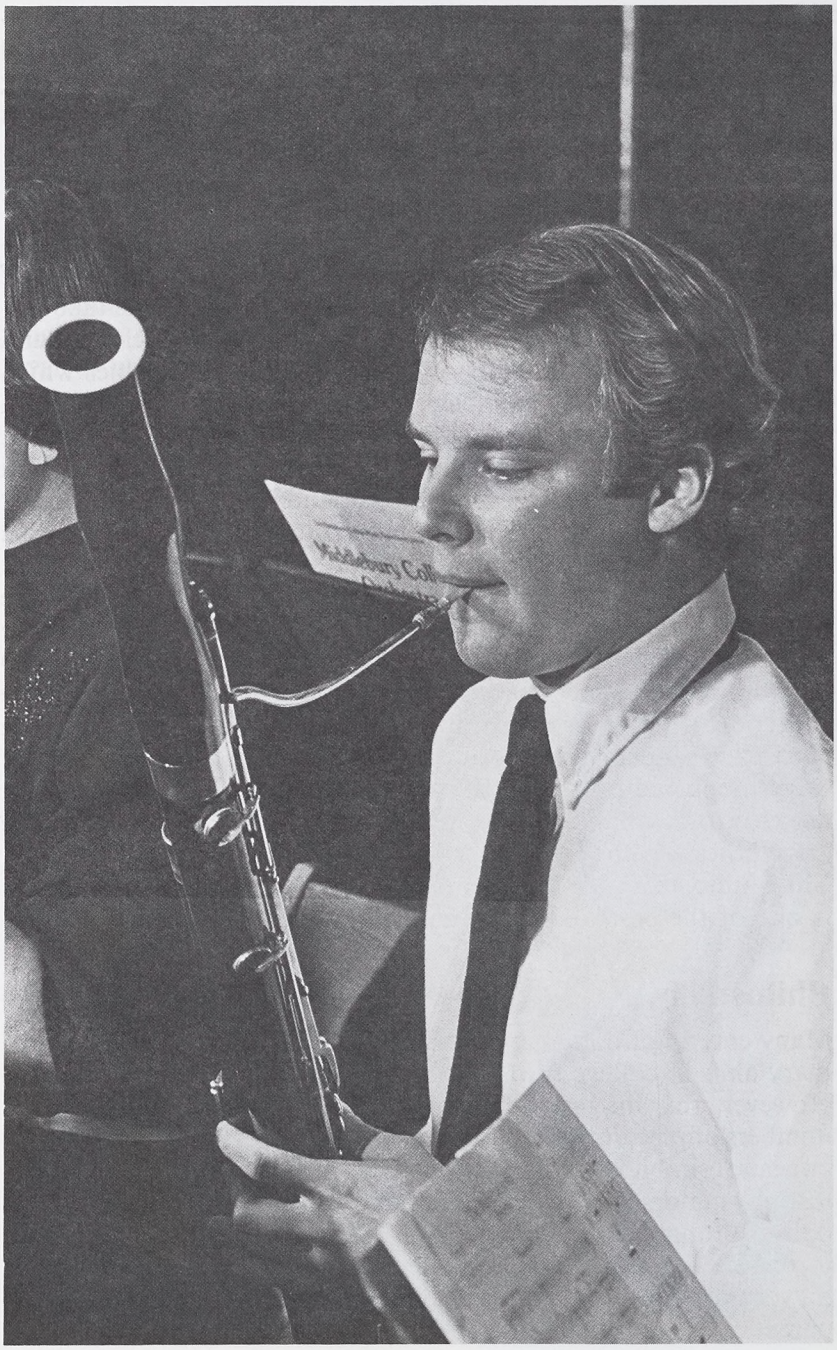
Those who choose to major in English, or who choose one of the concentrations, can expect preparation suitable for a variety of post-college careers. In most professions the ability to think critically, to read perceptively, to write cogently and to speak persuasively are preconditions for success. Some English majors go on to graduate school in literature or writing, and then into teaching, but most elect from a diversity of vocations: law, medicine, journalism, banking, business.

"I am certain," John Keats wrote, "of nothing but of the holiness of the Heart's affections and the truth of the Imagination." Whatever their vocational choices, those who read well will come to know that good literature confronts in an immediate, moving way the complexities of what it means to be human and affirms the human capacity to seize reality both by understanding the past and by imagining a future.

Music

Music takes on a special flavor when taught in a liberal arts environment. Students and faculty both benefit from maintaining ties with other departments and disciplines. Such is true of music at Middlebury where the department shares the Johnson Memorial Building with the art department, and where our classes consistently have a healthy mix of majors and non-majors. The music faculty is committed to the liberal arts, and we're confident such an enriching environment provides our students with a better education than could be obtained in the isolated environment of a conservatory.

Middlebury music students are active and are expected to develop and maintain interests in and outside of music. The department encourages students to devise joint majors which allow them even more opportunities to combine their love for music with other liberal arts



studies. Our department is small, and faculty and students work together closely. This personal attention allows students a great deal of freedom in their course of study. Music majors end up pursuing a variety of careers, realizing that the discipline of music prepares them for many seemingly unrelated fields.

We're especially proud of our blend of studio instruction and classroom study, a combination which thrives in the liberal arts setting. Our music faculty correspondingly lead double lives as performers/composers and classroom teachers/scholars. Around a core of classroom offerings in music theory and history, students take private lessons, and play or sing in the choir, chamber orchestra and early music groups. Students organize their own ensembles which are coached by faculty members. Last year, students performed in woodwind and brass quintets, a woodwind sextet, and a string quartet. The department also supports student-run groups such as The Sound Investment Big Band, Dissipated Eight and The Mischords. Many majors opt to give a solo recital as their senior project, though public performance is only one possibility for senior work.

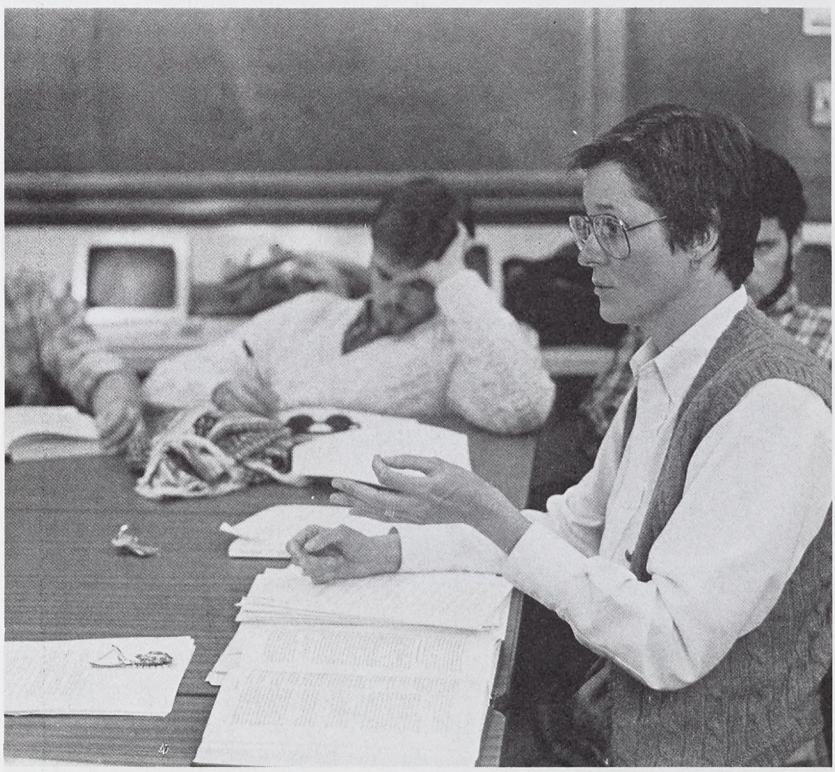
Music at Middlebury benefits from several special facilities rare at a college of its size. A separate music library, also housed in the Johnson Memorial Building, has a collection of over 15,000 recordings, scores, periodicals, and reference books apart from the collection in the Egbert Starr Library. Students also work in the Helen Hartness Flanders Ballad Collection with its rare holding pertinent to Vermont traditional music. And the department maintains a digital electronic and computer music studio featuring a state of the art synthesizer, the Synclavier II, with Sample-To-Disk capability. This studio, in a space large enough to allow classroom instruction, is one of the best of its kind in New England.

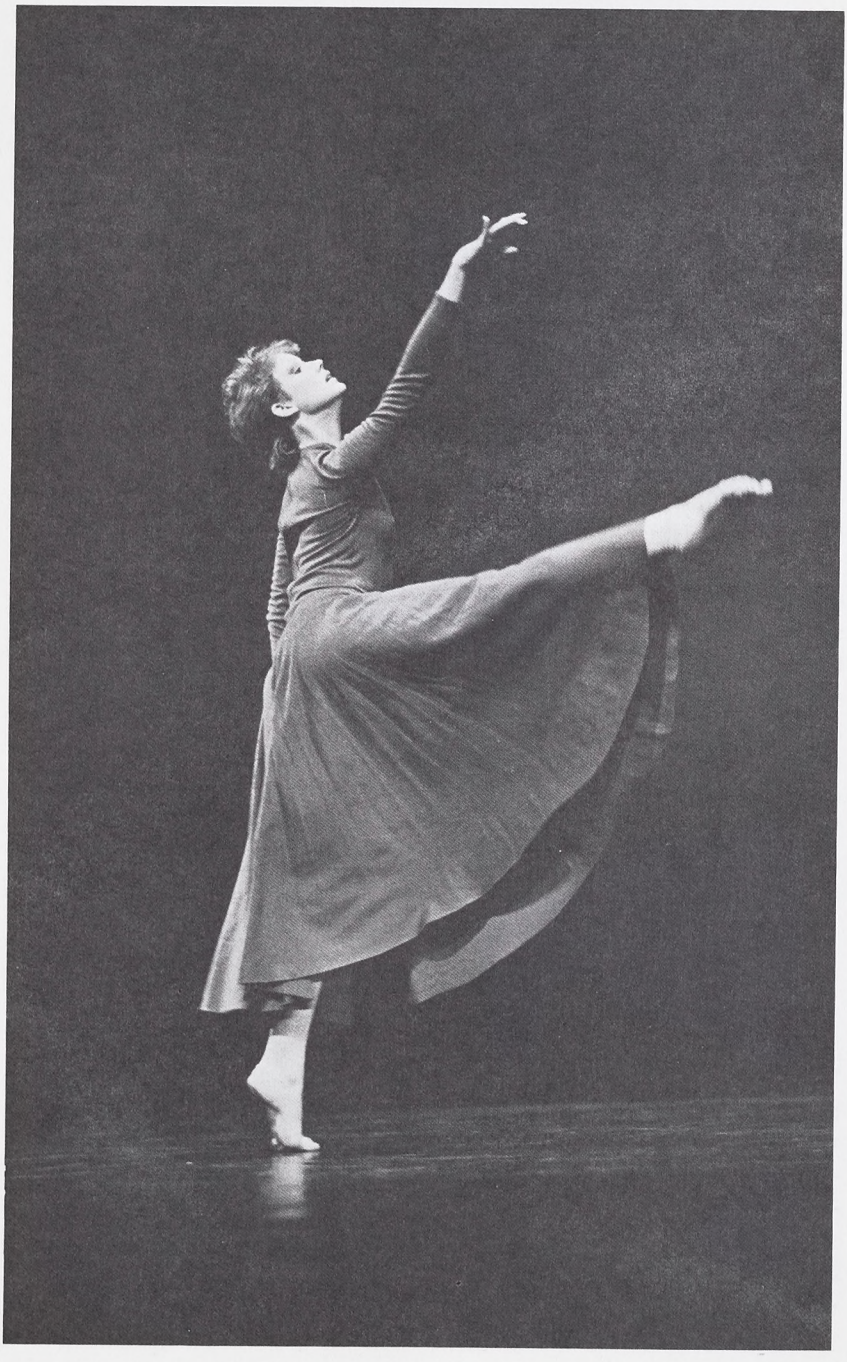
Philosophy

Many entering Middlebury students indicate that one of their primary aims in college is to develop "a personal philosophy of life." However, this interest does not translate immediately into large numbers of philosophy majors. A personal philosophy certainly may appear desirable but there are practicalities, after all. What do philosophy majors do when they graduate? As a matter of fact, philosophy is probably as fine a training for law school as any major, since it requires constant, dispassionate attention to intricate arguments on very complex and often emotionally charged issues. It is the apparent overwhelming nature of the questions which philosophy con-

siders that often dissuades students from pursuing the subject. The questions are *so* important that the kind of rational, "arm's-length dealing" which philosophy requires seems almost to deny the urgency of the issue. But one of the clear attractions of philosophy to its practitioners is the opportunity to discourse in depth and at length on topics which most people consider too loaded for polite conversation.

Students intersect with the philosophy program in three ways. There are the majors who are asked to explore three central areas: ethics and social philosophy, philosophy of science and theory of knowledge, and history of philosophy. Students looking for a quick once-over of a discipline where tourism is never leisurely are offered a variety of historical and problem-centered courses. Finally, many students have their primary contact with philosophy through various "philosophy of" courses—art, law, religion, education, history, science, language and social science—which relate to their major fields of study.





Religion

Religion is a universal human phenomenon appearing in all cultures, and the religious life of a people is always intimately connected with their central beliefs and values. To study religion, then, is one way of exploring the ideas fundamental to the diverse cultures that have appeared in the course of history and of coming to appreciate what both distinguishes and unites various peoples.

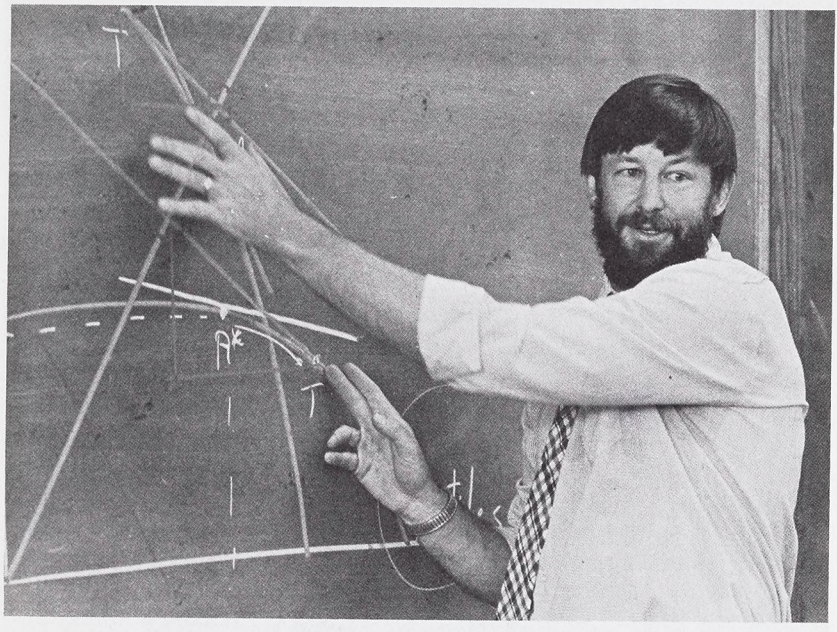
The Department of Religion explores the many aspects of religion from various methodological viewpoints but two points of view predominate—the historical and the philosophical. A historical approach presents the forms of religious life in their social and cultural setting. The philosophical and theological approach inquires into the truth and meaning of religious beliefs. Because of the interdisciplinary nature of religious studies, the department works cooperatively with other departments, in particular History, Philosophy and Sociology-Anthropology.

Very few students come to college expecting to take courses in religion—and yet a significant number eventually do. This is not surprising. College years are a time of testing values and beliefs, and the study of religion can be very helpful in this regard. Many students take a religion course in order to acquaint themselves with a classic text like the Bible or the Bhagavad Gita or because they have heard good reports about a particular course and professor. Almost inevitably they are struck with the range and depth of religious phenomena, the intellectual and emotional power of the texts, and the interest and concern of the faculty in their subject matter. Very few who then decide to study further intend to be priests, ministers or rabbis—though the College has produced graduates in each category.

Theatre, Dance and Film

Students in this department have the opportunity to synthesize a wide spectrum of academic disciplines. Faculty argue persuasively that their curriculum amounts to a whole liberal arts education in miniature: literature, psychology, aesthetics, artistic design, dance, music, film, electronics, engineering and certainly some moral discipline to get through rehearsals and master the performance. The department offers a kaleidoscope of subjects, including courses in acting, directing, design, dance, film study, dramatic literature and playwrighting.

Performance provides a vital and rewarding aspect of the program.



Students and faculty work together to stage approximately a dozen works each year. Productions occur chiefly in two theatre spaces: the 400-seat Wright Theatre, which boasts one of the few computerized lighting systems in this region, and the Hepburn Zoo, which accommodates production of experimental theatre pieces. The close rapport and creative energy generated in these group experiences is characteristic of the department.

Dance and Film were recently made a part of the program and the department has been renamed to reflect this change. The Dance program focuses on the study, theory and style of modern dance, with ballet providing an important complement. Repertory, performance and choreography are part of the advanced curriculum and the Dance Company of Middlebury offers performing and touring opportunities for qualified students.

The study of film emphasizes the history, criticism and aesthetics of the motion picture. The major purpose of the program is to stimulate knowledge and appreciation of this important art form, although some attention is given to the way in which film reflects the value systems, aesthetic ideas and intellectual concerns of this century.

Facilities in Dana Auditorium and Twilight Hall are among the best in the nation for film study, and the College maintains a major collection of classic and contemporary films on videotape.

SOCIAL SCIENCES

Perhaps more than any other area, the social sciences form the mainstay of the undergraduate curriculum. Economics, Geography, History, Political Science, Psychology and Sociology-Anthropology are among the most frequently selected majors in the College. Students who choose to major in the social sciences often see the various departments as directly relevant to career interests. Those planning on business and management careers may see Economics as good preliminary training. History and Political Science are traditional foregrounds to the law and public service; Sociology-Anthropology and Geography have demonstrated their direct usefulness in everything from educational reform to city planning, while Psychology, with its particular emphasis at Middlebury on precise work related to the life sciences, has served as a stepping stone to medicine.

The departments in the social sciences provide a good undergraduate base for the careers indicated, but most majors stay with a discipline because of its sheer intellectual appeal. Many students have preconceptions about the character of the social science disciplines and almost invariably are surprised to discover that these preconceptions were wide of the mark. It is this sense of discovery, rather than narrow careerism, that best sustains a choice of major.

Economics

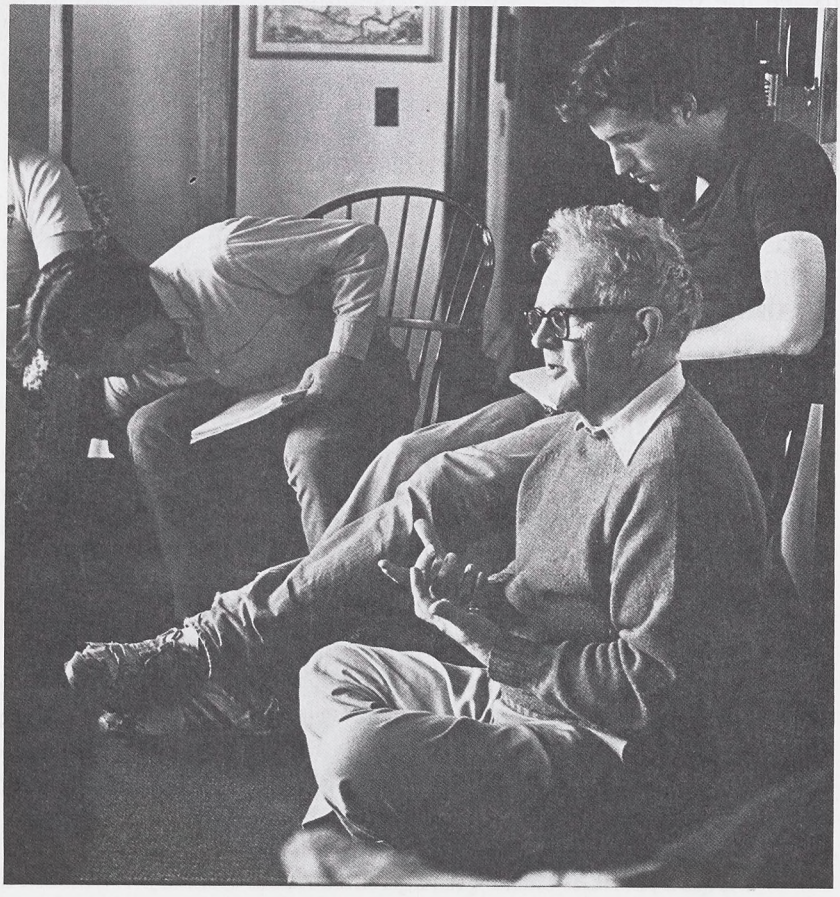
In recent years, economics has been the "in" subject not only at Middlebury but across the country. A recession in the market for teaching, the extreme pressure for law and medical school admission, and the general economic condition of the country seem to have directed students to a subject which seems clearly related to a possible career in business. The Economics Department has been delighted by the enrollments but would probably give a word of caution—Economics is not a Business major. Middlebury has established arrangements which permit the College to place highly qualified students in graduate programs of business schools after only three years at Middlebury and it is expected that most of these will be Economics majors—nevertheless the caution stands. Economics is probably the most technical of the so-called "soft" sciences. No other social science has developed such sophisticated analytical tools or been as ambitious in promulgating general theoretical laws.

Economics is a relatively new science which came into being only with the creation in modern times of a market economy. Economic

thinkers from Smith onward have been important shapers of public policy. As there is no reason to believe that economic argument will play any lesser part in the future, current student interest must be welcomed as a national asset.

Geography

Geography shares with the other social sciences the goal of understanding the human condition, but geography examines social issues from a unique spatial perspective. Simply put, the concern of modern geography lies in understanding how phenomena are distributed in space. Global patterns of crop yields, the arrangement of highway networks and the structure of urban areas are only a few examples



of spatial distributions that interest geographers. More exciting than such distributions themselves, however, are attempts to understand why they vary in pattern and intensity from place to place and how they change through time. Implicit in geography's concern with spatial distributions is the fact that space itself influences individual and collective attitudes and actions.

Modern geography is less concerned with memorization of mundane facts about the uniqueness of far away places than it is with understanding similarities in form and function among places. The velvet arm chair, leather globe and parchment maps of the 19th century practitioner have been traded for computer modeling, intensive laboratory and field experiences, and a variety of quantitative and analytical tools. Today's geographers serve as policy makers in the public and private sectors, addressing issues in resource management, planning, transportation, health and other problems related to the spatial organization of society.

The emphasis in the Geography program at Middlebury is on learning to ask the right questions, and applying rigorous analytic techniques in seeking the answers. Middlebury students find that the local environment poses a number of interesting research problems, but the department also has a tradition of study in many diverse environments and cultures, and there continues to be a strong focus on work at the international as well as the regional and local levels.

History

History is the study of change, and of the ways in which human beings meet change. Our present values, beliefs, our institutions and the ways we live are all the outcome of a long process of evolution, and cannot be understood without a comprehension of that process. Although at Middlebury the discipline forms part of the Division of Social Sciences, history has always been considered one of the great branches of humanistic inquiry and reflection, for in its examination of the ways in which men and women have met times of change in the past, and the ways in which in turn they have transformed themselves, it encourages us to transcend the narrow outlook of our own times, our own society, our own culture and our own nation. Whether we undertake the study of medieval French peasants, merchants in colonial America, or twentieth century third world revolutionaries, we will inevitably come to understand more not only about the world around us, but about ourselves as well, however different may be our situation from that which we study.

The study of history moreover seems to offer students a balance of normally separated virtues—large drama combined with care for detail, moral interest combined with empirical research. The History Department at Middlebury offers a wide diversity of courses in different parts of the world. Although American history has been the most popular sub-field in the department, there is particular strength in European, Asian and African history, and courses in Latin America have recently been introduced. Students in the department are guided through a carefully constructed program with junior seminars which prepares them to write the senior thesis which is for most, the capstone of their academic career, for the department believes that training in research, critical analysis and writing is crucial for a liberal arts education and for the world beyond the classroom.

Political Science

"Political Science defines, describes, explains and evaluates political phenomena. It does so with a number of disciplines or habits, including science, philosophy, history and prudence. . . . The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences and to prepare students who intend to pursue further work in either graduate or professional schools." This is the official course catalog description of the department. The key words are "discipline," "habit," "prudence," "thoughtful." Given the passion and prejudice of the political world, these words may seem very much out of place. "Political Science," as its very name suggests, is the study in the college curriculum most informed by hope. Its aim is to bring rationality to the tangle of society and government.

"Rationality" is conceived in two ways in the discipline and both are represented in the department: On one hand there is detailed empirical study of political phenomena—augmented in recent years by extensive use of computer data and modeling; on the other there is the close, analytical examination of the central philosophical concepts used to explain and evaluate political action.

The department offers courses in the fields of American politics, comparative politics, international relations and political philosophy. Many of our majors spend all or part of their junior year away from Middlebury, either abroad or in Washington. Joint, double, and international majors permit the integration of study in politics and a language.

Psychology

Psychology is a discipline that draws from both the social and the natural sciences in its quest to understand the varieties of human behavior and mental events. An appropriate undergraduate program in psychology will focus in one part on certain processes: e.g., learning, perception, social behavior and the controlled study of the variables relevant to them. Another part will focus on the abnormal or disturbed manifestations of these behaviors. A third part will focus on intra-individual processes which mediate these behaviors, whether normal or disordered.

Course offerings in psychology at Middlebury College serve at least these three functions and when appropriate give the student significant research experience. Many students are surprised by the "scientific" bent of psychology at Middlebury. Popular images of "psychology" as an instant key to and sudden cure of the troubled human self distort the theoretical and practical complexities of the subject. Psychology is truly a young science although its rise has been extraordinary in this century. The department's interest in precision, control and experiment reflects a legitimate desire to substitute validated truth for mere conjecture and opinion.

Sociology-Anthropology

Sociology-Anthropology has the distinct advantage of combining exposure to two disciplines within a single department. A special effort is made to help students capitalize on these two complementary perspectives. Students are encouraged to study comparatively those social institutions covered by both anthropologists and sociologists: family and kinship, stratification and inequality, religion and ritual and economic behavior. Students often devise their own programs of area studies using the resources of other departments. Sociology-Anthropology offers course work in Latin America, Asia (especially China and India) and North American Indian cultures. Several courses deal with American society and its social problems: medicine, education, law, work, deviance and majority-minority relations.

The department blends both the scientific and humanistic dimensions of sociology and anthropology. For the science- oriented, there is the opportunity to engage in original research or to perform analyses on data gathered during senior research. For the humanities-oriented, there is the opportunity to consider the human implications of social-science research. Field work abroad and original research are encouraged.

In career terms, the large majority of professional sociologists and anthropologists are connected with institutions of higher education. Sociology-Anthropology is a particularly beneficial liberal arts major for the student contemplating a career in any field involving extensive participation with other people—especially those representing different cultures at home or abroad. This course of study leads naturally into such careers as law, elementary and secondary education, social service overseas, government, social work, business and diplomacy.

Geography reading Romans notes

FOREIGN LANGUAGES

Middlebury College has an international reputation in foreign language studies, and in many ways sets the standard for the field. The College offers a particularly broad range of courses in foreign languages, literatures and cultures. Chinese, French, German, Greek, Italian, Japanese, Latin, Russian and Spanish are offered in the regular academic year, while the eight Language Schools provide an opportunity for intensive summer study in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. All such courses carry credit towards the bachelor's degree and are open to non-language as well as language majors.

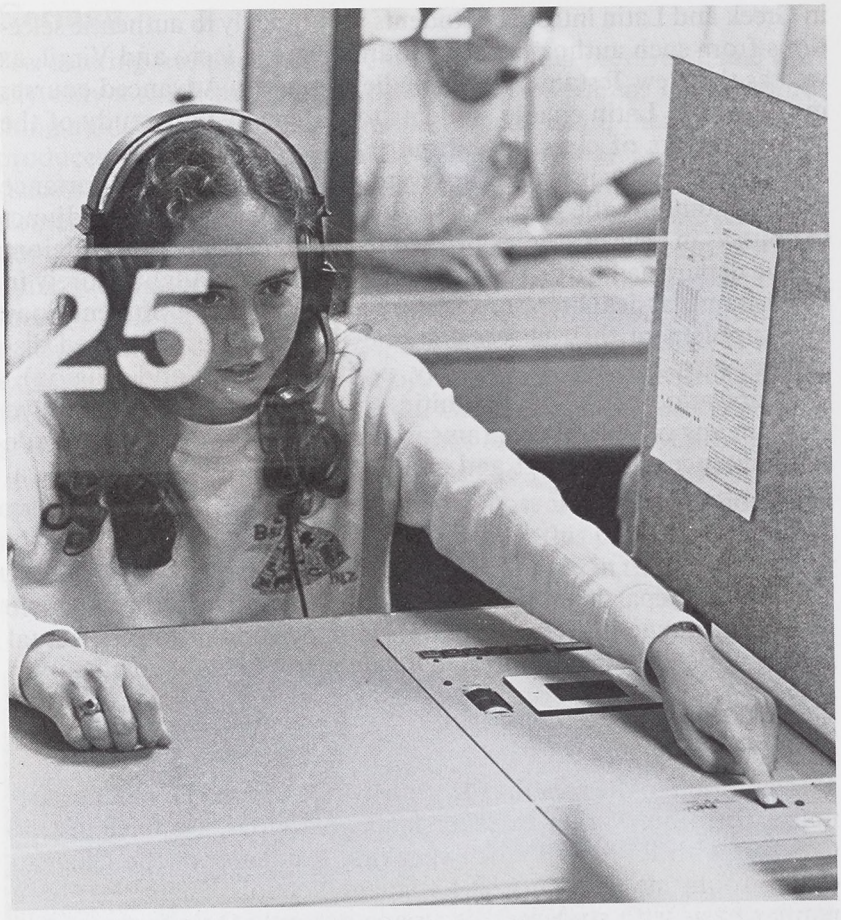
Most language majors will wish to take all or part of their junior year at one of the College's schools in France, Germany, Italy, Spain or the Soviet Union. Many international majors and majors in fields such as art history, economics, political science, history, etc., also do so each year.

Chinese

An adventure in learning to think in a language dramatically different from Western languages, the study of Chinese here at Middlebury leads one along a variety of pathways each of which explores fascinating aspects of a major civilization. The Chinese Department offers rigorous training in modern Mandarin, spoken and written, to advanced levels and also provides courses in classical Chinese as well as courses taught in English on Chinese literature. Students in Chinese generally have the option of studying in the Middlebury intensive summer program as well as the choice of spending part or all of their junior year studying in Taiwan or the People's Republic of China. With unusually strong offerings available in Chinese language and literature as well as courses on Asia given in other departments, students at Middlebury may elect to major either in Chinese or in the inter-disciplinary program for East Asian Studies.

Japanese

Middlebury's newest undergraduate language program offers three levels of instruction in Japanese. Students can also study in the summer at the College's School of Japanese and abroad during the junior year at any of several programs in Japan. The rich linguistic and literary history of Japan are both a fascinating study for their own sake and a valuable companion to other courses in the East Asian Studies Program.



Classics

The classics are the enduring works of poetry, history and philosophy that we have inherited from Greece and Rome; in them we find not only the foundations of modern life and thought but also a perennial challenge to modern life and thought. The goal of the liberal study of the classics is to sharpen and deepen our understanding of ourselves by re-discovering our great intellectual and artistic forebears and re-considering with open minds what they have to teach us.

The Classics Department offers students the opportunity to study great works of Classical literature, history and philosophy in their original languages as well as in English translation. Beginning courses

in Greek and Latin introduce students very quickly to authentic selections from such authors as Homer and Plato, Cicero and Virgil, as well as the New Testament and medieval poetry. Advanced courses in Greek and Latin enable students to engage in close study of the greatest works of classical antiquity.

Biblical Hebrew is offered at several levels both for its importance in understanding the great classical civilizations and as an adjunct to courses in Jewish studies offered in the Department of Religion.

The department offers a wide range of courses taught entirely in English on classical literature, history and philosophy. Students may also supplement their classical studies with courses in related disciplines (art, English, philosophy, political science and religion).

Junior majors have opportunities to study abroad for one or two terms in any of several programs in Athens or Rome which provide acquaintance with the art and archaeology of the ancient classical world.

French

The French Department seeks to develop in its students the linguistic ability to pursue in French their various personal and intellectual interests. Beginning and intermediate courses bring students up to a level where they can branch out, and students with more advanced preparation may take upper level courses in language, literature and civilization.

In addition to the program of study offered by the French Department, there are varied extracurricular activities, centered in the Chateau with its forty French speaking residents. In the Chateau dining room members of the Language Schools' faculty eat on a regular basis with students, discussing not only their course work, but perhaps a recent film, preparation for the annual French play, or an upcoming visit to Montreal.

Opportunity for foreign study is also provided through the Junior Year Program in Paris. Each year many Middlebury students, usually a 50-50 mixture of majors and non-majors, attend the School in France. The first few weeks, beginning in early September, constitute an intensive preliminary session of language work and an introduction to contemporary France. Upon completion of these preliminary courses and through consultation with the resident director, students select from a wide range of courses including art, history, language, linguistics, literature, philosophy, political science and sociology. Courses are taught by French faculty at Reid Hall, at the University of Paris, and at the Institut d'Etudes Politiques.

German

Few entering freshmen will have studied German previously, and usually only a small number plan to major in German. It says something about the Middlebury German Department, therefore, that it produces a considerable number of German majors. Key to their success is a very carefully thought-out, witty and imaginative set of elementary teaching materials devised by the staff (a best seller nationally). These materials are used in a unique teaching pattern which minimizes out-of-class preparation but maximizes intensive drill with faculty. This obviously calls for dedication from both student and teacher, but the energy of the department appears to make the whole exercise both profitable and enjoyable. In recent years the German faculty has been adapting imported German network television programs for use in an exciting program at different levels of study.

The German School in Mainz was the first of the Middlebury overseas undergraduate programs and almost all German majors take advantage of the opportunities provided by this program. The relationship with the University of Mainz is unique in that Middlebury students are permitted to enroll directly in regular courses.

Russian

Middlebury's Russian Department, which enjoys an international reputation for the excellence of its language instruction, offers a varied curriculum covering language instruction on beginning, intermediate and advanced levels as well as a range of courses in literature, civilization and culture. The program of each student may emphasize either the language, literature, culture or civilization and is planned individually in consultation with the chairman. A newly approved program in Russian Studies will allow students to combine the study of the language with courses in the social sciences, an attractive combination for students interested in employment with government agencies or in commerce and industry. In addition to the academic year activities in Russian studies, the College has an established nine week summer Russian School that provides students with intensive study of the language as well as advanced courses in culture and civilization. The Russian School regularly attracts students from several continents. The Russian experience may also be broadened through foreign study. Middlebury College now sponsors its own semester-length program at the Pushkin Institute in Moscow, open to qualified students who have completed three or more years of study of the language.

Spanish

The twofold aim of the Spanish Department is to develop in its students a full command of the language as well as a mastery of the rich literature and culture of the Hispanic peoples both in the Iberian peninsula and in Latin America. The introductory courses concentrate on a thorough development of language skills that will enable the student to become involved in advanced courses in language, literature, culture and civilization. In addition to the diverse courses offered by the department, juniors may participate in the Spanish School in Madrid. Majors as well as non-majors are encouraged to take advantage of this opportunity to widen their educational horizons. Middlebury also offers intensive language instruction at the beginning, intermediate and advanced levels as a part of the summer sessions of the Spanish School. In addition, a number of graduate courses are open to qualified undergraduates during the summer. The Spanish Club organizes various activities throughout the academic year, and students have the opportunity to dine with faculty members at the Spanish tables in the Chateau.

Italian

The program in Italian meets the needs of Italian, International, and other foreign language majors, as well as students pursuing double or joint majors. While the primary aim is to develop quickly a solid command of spoken Italian, this goal is met in the context of literary, humanistic and contemporary culture. An integral component of our philosophy involves the development of writing and analytical skills at an early level. To expand the college community's opportunity to understand the Italian contribution to Western civilization, we offer a number of literature courses in translation. Those students who are motivated to achieve greater fluency can participate in the Italian School during the summer. To complete and solidify their linguistic control and cultural understanding, we strongly recommend at least one semester of study at our School in Florence. It is our belief that the flexibility and range of course offerings available through Middlebury College, the Italian School and the School in Florence make Italian studies at Middlebury a unique program in the United States.

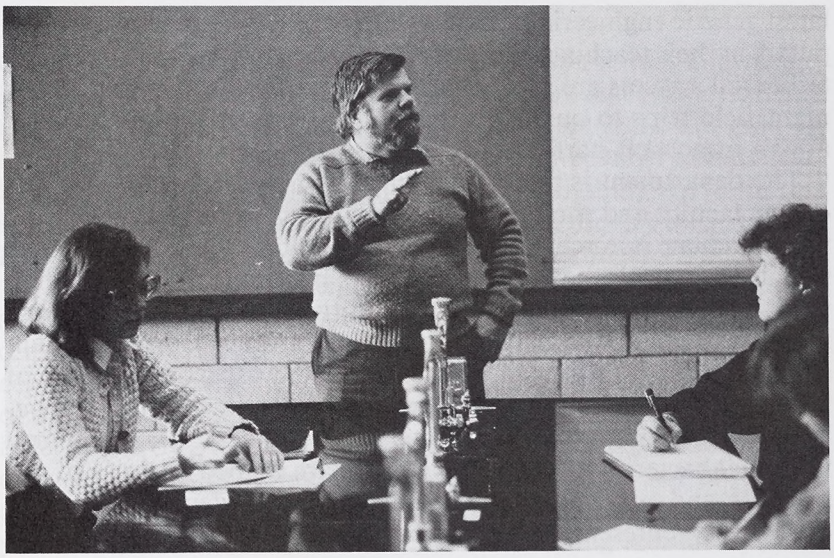
NATURAL SCIENCES

The facilities for the natural sciences at Middlebury College are excellent. The Science Center was dedicated in 1968. It has since been renovated in several phases to provide truly outstanding student laboratories, a modern computing facility, and a Science Center Library housing a majority of the collection relevant to the natural sciences. Lecture halls are equipped with modern audio-visual equipment and access to the mainframe computer. Warner Science, housing mathematics, psychology, geography and botany, was completely renovated in 1978. Voter Hall has housed a modern computer facility since 1975. Although there are more than fifty terminals to the mainframe computer and more than a hundred microcomputers scattered across the campus, current plans call for an expansion of these facilities. All these facilities reflect the College attitude toward the natural sciences. Excellence is our goal, in our teaching, our faculty, our facilities and our students.

Middlebury offers strong major programs in biology, chemistry, geology, mathematics and computer sciences, and physics. Unique interdisciplinary majors in environmental studies and Northern studies, with emphasis on the natural sciences, are available for students whose career interests span a variety of the more traditional disciplines.

The success of our majors in graduate schools, in professional schools, as secondary educators, and in the job force is the best measure of our programs. Strong training in the sciences on a foundation of liberal education is an unbeatable combination. Our philosophy has been to provide students with a faculty who are themselves engaged as productive scientists. The faculty is available to the students from their freshman year and share their research with juniors and seniors in seminars and in advanced and independent study programs in every discipline. Undergraduate science students have coauthored papers and presentations with their teachers and have received grants to support their research.

The natural science faculty also have something to offer to non-majors. The scientific approach is introduced in a variety of foundations courses and non-majors courses which invite the students to share in the joys of probing the mysteries of our universe. Science faculty also participate in the college-wide freshman writing program and offer many concentrations which deal with modern and historical questions in our disciplines.



Biology

Traditionally one of the strongest and most popular departments at Middlebury, biology offers a wide range of courses in ecology, zoology, botany, cell biology, genetics, animal and plant physiology, and microbiology. The curriculum provides an excellent and balanced liberal education in biology. Our alumni find that they are prepared for graduate study, medical and other professional programs, teaching, and the general job market. We are delighted that each year substantial numbers of our graduates pursue each of these goals. In the past six years, more than 95% of our graduates who have applied to medical programs have been accepted. Alumni who apply to graduate schools usually choose from a number of competing offers. Secondary school teachers who have majored in biology at Middlebury have found a welcome in the nation's school systems, where a growing emphasis on the sciences and mathematics is taxing the supply of teachers.

We are well-equipped to teach biology at every level. Our laboratory equipment includes an electron microscope, an ultracentrifuge, and electrophoesis and scintillation equipment which is all accessible to the undergraduates. Our collections of animal skeletons and skins, herbarium specimens, and living animals, plants, bacteria and fungi allow us to illustrate our lectures with examples that the students can examine and handle. Our microbiologist is trained in the

latest genetic engineering techniques, and all of the faculty use computers in their teaching or research. Amazingly diverse aquatic and terrestrial systems are within a short drive of the college, and overnight field trips to our High Pond Field Station and to the coast are an important part of our field courses.

The department is particularly proud of the scholarly activities of our faculty and their students. Each of us delights in nurturing undergraduate research. Students frequently accompany their mentors to national meetings where the students present the results of their work to the broader scientific community. Current faculty research interests in the department include locomotion in scorpions, plant stress physiology, extranuclear inheritance in wasps, organization of milk fat globule membranes, reproductive strategies of squirrel populations, competition amoung aquatic macrophyte species, and human intestinal bacteriology. But our interests are shaped by those of our students, and our faculty is unique because of the depth and breadth of interests represented by the seven professors in the department.

Chemistry

Ours is a chemical age. The rate of accumulation of new knowledge, from discoveries that range from new fertilizers and synthetic fibers to life-saving medicines, doubles every eight to ten years. The growing list is so staggering that the hopeful chemist-to-be must wonder fearfully, "How can I ever learn enough to do anything useful in this field?" The education of a chemist is, in fact, a lifetime undertaking. But Middlebury can help to make dreams realities.

The purpose of the Chemistry program at Middlebury is not to stuff each student with countless facts to be remembered upon receipt of the proper signal; instead it emphasizes the theories and concepts that make up the logical framework for relating a multitude of otherwise disparate bits of chemical information. This framework is developed by a core of six semester courses covering the four major areas of chemistry—organic, inorganic, analytical and physical—and chemistry majors usually complete it by the end of their junior year. At the same time, the students are learning laboratory skills and gaining "hands-on" familiarity with modern instrumentation. During the upperclass years students elect a number of advanced chemistry courses best suited to their individual interests. The undergraduate experience culminates for most students in an independent research project under the direct guidance of one of the chemistry faculty.

The department is proud of the record established by its graduates. In recent years more than two thirds of the chemistry majors have succeeded in ambitious professional programs in medicine or dentistry and in graduate programs in all branches of chemistry. Others have done as well as industrial chemists or as teachers of chemistry.

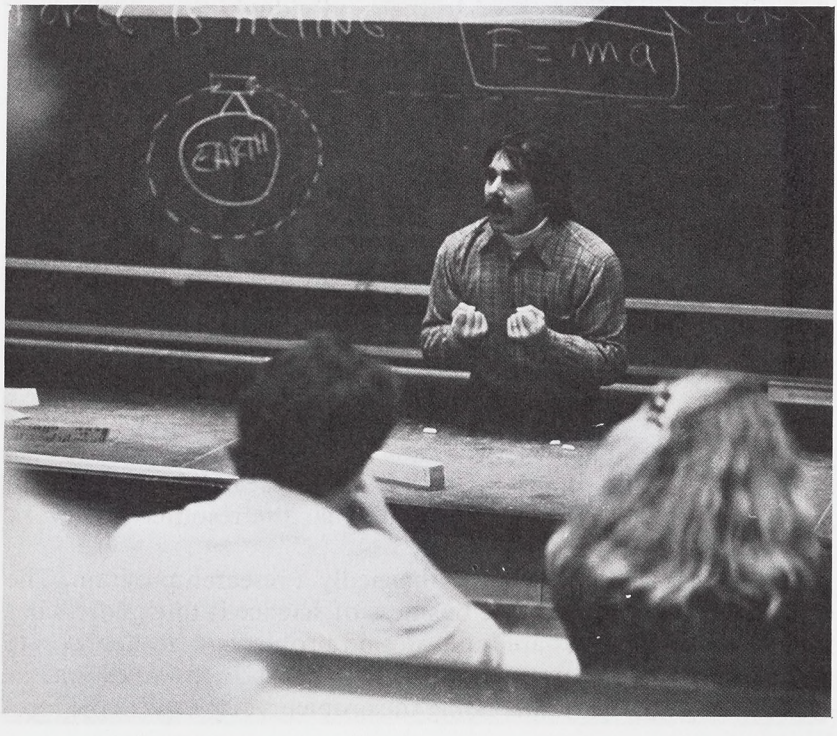
Geology

Few colleges are so favorably situated for the study of earth science as is Middlebury. It is set in the midst of the most classic and complex geologic regions of North America, and the department thus has an outdoor laboratory for teaching and research in geology and geophysics; and in Lake Champlain it has the resources for work in oceanography.

Geology at Middlebury is unabashedly a research program. The department believes that the business of science is to explore what is not known. Courses are built around problems that incorporate field and laboratory experiences. They emphasize the development of reasoning ability by addressing the problems currently at the fore-

front of the science. In intermediate courses students are encouraged to function as scientists, evaluating data in outdoor field exercises and in contemporary journals. In advanced courses, students are expected to bring their own research efforts to bear on problems that have not previously been solved. The department's complement of equipment, including a computer-automated electron microprobe, an X-ray diffraction and fluorescence unit and a small research vessel for limnological work, provides state of the art capabilities. These facilities assure that student research efforts can be up to date and scientifically significant.

The different research interests of a very active faculty are reflected in the introductory courses, each of which concerns an aspect of earth science: plate tectonics and mountain building; oceanography; and environmental geology. In each course, the student is taught to function as a scientist. As one faculty member puts it: "The main difference between professional research and student work is how much can be accomplished in the time available and how detailed the observation can be; the same questions and excitement are there for all of us."



Mathematics and Computer Science

Middlebury men and women meet mathematics on many paths. The Mathematics and Computer Science Department draws students with a wide spectrum of interests, from prospective majors in the natural and social sciences, almost all of which require mathematics, to those who wish only to sample the flavor, content and spirit of the subject. Whatever their reasons for beginning, many continue as majors after discovering that only the challenge of mathematics offers the intellectual excitement they seek.

A wide selection of courses is available. Freshmen may elect any of several different courses depending upon their interests and previous achievement. Calculus draws the largest enrollment, but interest in first courses based on probability, linear algebra or the foundations of computing has grown substantially. Advanced Placement is offered to a sizeable portion of each entering class. Electives run the gamut from the abstract (modern algebra and topology) to the applied (operations research, statistics) and from the classical (complex analysis, number theory) to the modern (modelling, simulation).

Graduates take almost as many different directions as there are individuals. Recent majors are attending graduate school in pure mathematics, biostatistics, business, medicine and law. Others are employed as computer scientists, actuaries, technical writers, teachers and government economists. Professional opportunities for those with mathematical backgrounds are expanding every year *(see also page 58).*

Physics

The discoveries of physics have profoundly altered both the physical circumstances and philosophical world view of twentieth century humanity. Physics is the fundamental science. The entire physical universe, from gluons to galaxies, from baseballs to black holes, is described by the laws of physics.

The Middlebury Physics Department recognizes the diverse appeal of physics and provides a major program flexible enough to accommodate not only students with a professional interest in physics but also those planning to enter such fields as medicine, teaching, or business. For the nonscientist the department offers two foundations courses, "The Nature of Things" and "Introduction to the Universe," and a more applied course, "Physics of Sports."

Upper level physics courses provide depth in such fundamental areas as classical mechanics, quantum mechanics and electromag-

netic theory, in fields of current research such as astrophysics, nuclear and particle physics, plasma physics and in applications including electronics. Senior physics majors apply their knowledge to an experimental or theoretical research project. Recent senior thesis topics have included studies of supernovae using X-ray satellite data, control strategies for solar energy systems, laser holography, biological effects of ultrasound and studies in architectural acoustics.

The department is well equipped and its faculty members are active researchers in a variety of areas, including astrophysics, nuclear physics, laser spectroscopy, ultrasonics and physics education. Faculty members are readily available to students, and offer them the opportunity to work as undergraduates with professional physicists on problems of current interest.

OTHER ACADEMIC PROGRAMS

In addition to the regular departmental programs and majors there are other academic programs that cross departmental and disciplinary lines. There are also programs which, while not offering majors, nonetheless enhance the opportunities for study at Middlebury. (See pages 99 to 101 for other, off-campus, special programs.)

PROGRAMS WITH MAJORS

American Civilization

The American Civilization Program has developed a tradition of committed and spirited student majors who undertake to acquire an interdisciplinary knowledge of American experience. Specific courses in literature, history, political science, religion, philosophy, sociology and art lead to intensive junior and senior seminars, and finally to the writing of a senior thesis. The major has proven itself appropriate for a wide variety of academic or professional careers.

Classical Studies

The Classical Studies Program offers a broad, rigorous general education based on the careful study of the fundamental works of Greek and Roman antiquity, in English and in the original languages. These fundamental works cut across our disciplinary boundaries and even challenge the very idea of these boundaries. Courses in Classical Studies aim to cultivate literary taste, historical reflection, and philosophic inquiry, while giving students direct access to the Classical authors through intensive study of the Greek and Roman languages. The interdisciplinary nature of the program is reflected in a teaching staff that includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion and Art.

East Asian Studies

The term "East Asia" refers to China, Japan and Korea, and this interdisciplinary program's intellectual integrity stems from the fact that all parts of the region have been formed, to one degree or another, under the powerful stimulus of high Chinese culture. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments, exploring connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.

Environmental Studies

Environmental Studies is an interdisciplinary major with emphasis in the natural sciences, economics and geography. The program is well suited for students with interests in ecology, oceanography, earth science, environmental engineering, physiography, pollution control, wildlife management, urban planning, human ecology or environmental economics. Middlebury's locale affords an opportunity for field work in these areas and the program is designed specifically to take advantage of this opportunity.

International Major

The International Major enables a major in an area other than a language or literature to do advanced work in that discipline in a foreign language, including advanced courses taken at one of the Middlebury College Schools Abroad or an approved equivalent.

A student choosing the International Major in Economics (French), for example, could do work at the Institut d'Etudes Politiques and the University of Paris, while a student in Art History (Italian) might take courses at the University of Florence. International Majors thus develop, in addition to a general competence in the foreign language, a command of the vocabulary and terminology specific to their area of specialization and a familiarity with the discipline as practiced abroad. See department listings for specific requirements.

International Politics and Economics

The major in International Politics and Economics is a variant of the International Major that combines interdisciplinary work in political science and economics at Middlebury with study abroad. This program is particularly well-suited for students interested in international careers in business or government service. The International Politics and Economics major allows exceptions to the normal requirement of the full year of language study abroad, so that majors may attend language schools, such as the Middlebury school in Moscow, where only one term of study is offered.

Literary Studies

The College offers a unique combination of resources for the study of world literature. In addition to the wide range of courses offered by its distinguished departments of English Literature and American Literature and Civilization, it provides instruction of high quality in the literature of the classical and modern European languages (as

well as Chinese). The Program in Literary Studies was conceived in order to make the full range of these resources available to students seeking to achieve a broad awareness of major literary achievements of different historical periods and cultures. Besides helping to develop such a comprehensive perspective, the Program – through its emphasis on study of the original languages – ensures a mastery of texts in at least one foreign language; it therefore enables students to complete their training by undertaking comparative work in depth in a specific literary period or genre, or intensive work in the literature of a single culture.

Northern Studies

This highly successful interdisciplinary field study and research program combining biology, geology and geography, is a joint venture of Middlebury and the Center for Northern Studies in Wolcott, Ver-

mont. Because the climate and biota at the Center are essentially sub-Arctic, students in the semester in residence there gain direct field experience, living and conducting research in a truly northern environment.

Russian and Soviet Area Studies

The Russian and Soviet Area Studies Program encourages an interdisciplinary approach to the Soviet Union and its people. Students receive a foundation in Russian and Soviet history and develop an understanding of Soviet economics, geography and politics. Participants are also required to gain proficiency in Russian by completing three years of intensive language instruction.

Provided with this background, students are uniquely prepared to take full advantage of a semester of study at the Pushkin Institute in Moscow. Upon return from the Soviet Union, students take a senior seminar and/or project using their language and cultural skills in one of the following departments: Geography, History, Political Science or Russian. This combination of broad training in the social sciences and rigorous language expectations is intended to enhance the qualifications of the next generation of Americans who will be called upon to deal with the Soviet Union.

PROGRAMS APART FROM THE MAJOR

The Middlebury Language Schools, the Bread Loaf School of English and the Bread Loaf Writers' Conference offer exceptional opportunities to undergraduate students at a small college.

The Language Schools

Each summer the campus offers intensive study of several foreign languages and cultures: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. Courses range from beginning to advanced and graduate level. Many students attend as preparation for one of the Middlebury schools abroad, to prepare themselves for other foreign programs, such as those in East Asia, or to begin earning credits towards a Middlebury advanced degree *(see also pages 252–254).*

The Bread Loaf School of English

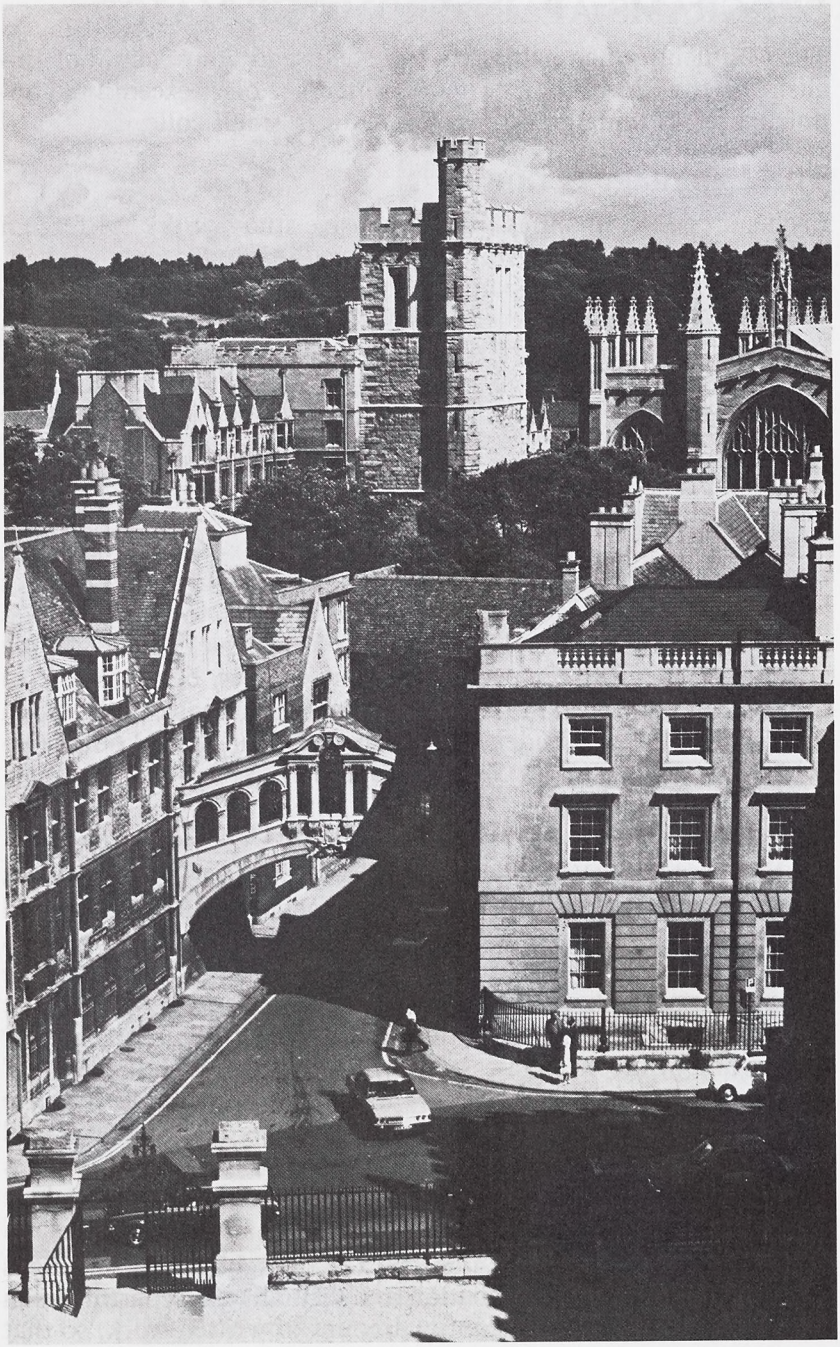
The Bread Loaf School of English conducts a six-week session each summer at the campus under Bread Loaf Mountain, and its courses are also open to selected undergraduates who wish to pursue studies of English literature and writing. Students at Bread Loaf may apply a summer's credit to their undergraduate degrees, or may use it as the first summer of graduate study leading to a master's degree in English. Middlebury students may also attend the Bread Loaf in Oxford Program *(see pages 57 and 252–253).*

The Bread Loaf Writers' Conference

At the Bread Loaf Writers' Conference, the oldest and most famous gathering of its kind in America, both aspiring and experienced writers are able to meet in workshops and in individual conferences with members of the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Although the Writers' Conference is not a degree program and gives no credit, there are special scholarships available to undergraduates who wish to attend *(see page 253).*

The Program in Writing

The ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education and virtually all departments in the College demand a substantial amount of written work, so that



students may have the opportunity to write and to receive criticism from both their teachers and their fellow students. For those interested in creative writing, sequences of courses are offered in poetry, fiction and non-fiction, and eligible majors in English may undertake Honors projects in creative writing in their senior year. Students majoring in disciplines outside the Humanities may satisfy the concentration requirement through work in creative writing. In addition to the courses taught during the regular academic year, interested and qualified students may apply to the summer programs offered at the Bread Loaf Writers' Conference and the Bread Loaf School of English. More information is available in the pamphlet entitled "Creative and Expository Writing at Middlebury."

Study Abroad

Nearly four out of every ten Middlebury undergraduates take advantage of the opportunity to study abroad during their junior years; many spend the whole year out of the country, and others simply one semester. More than half the students abroad attend one of the five Middlebury Schools Abroad, in Paris, Florence, Madrid, Mainz or Moscow, while others may be found at other programs or universities in Europe, Africa, Latin America or East Asia. In all cases students wishing to study outside Middlebury are expected to demonstrate the relevance of their study abroad to their academic programs, and to show the importance of such study for their intellectual growth. Those going to countries where English is not the primary language are normally expected to have a command of the appropriate foreign language sufficient to allow them to do work at an advanced level, and summer study at Middlebury may be necessary to achieve that degree of fluency *(see page 253)*.

Middlebury at Oxford

Middlebury College is fortunate in its ability to offer its undergraduates opportunities to study at Oxford. Each year three sophomores are selected to read in English at St. Hugh's, Worcester, or Lincoln College, and one in Politics, Philosophy and Economics at St. Hugh's College or Lincoln, and two in History at Lincoln or Worcester. They will be non-matriculated Oxford students, who undertake a regular program of study, for which they receive a year of Middlebury course credits. Several Middlebury students have received Firsts on their examinations, and one was subsequently awarded a Rhodes Scholarship.

Each year, qualified Middlebury undergraduates majoring in literature may attend the summer program of the Bread Loaf School of English at Lincoln College, where they take a graduate seminar and a tutorial, earning two course credits towards their undergraduate program. They live in Lincoln College, in the center of Oxford, and are thus able to take advantage of the cultural opportunities of Oxford, Stratford and London.

Computer Science

A recent visitor to Middlebury's Computer Center found students and faculty working on a surprising variety of projects on the College's interactive time-sharing system. A freshman was using the computer to help determine the validity of a complex logical argument assigned in her philosophy course. A mathematics senior was putting the finishing touches on his thesis developing new methods to display three-dimensional surfaces on a computer terminal. One faculty member was examining the results of statistical analyses of data on the growth of the American economy. Another faculty member was exploiting the powerful text-editing features of Middlebury's DEC Rainbow microcomputers to prepare the first English

translation of a Russian novel. And at the next bank of terminals. . . .

Middlebury students, in increasing numbers, are bringing their own personal computers to campus. The College provides computing support for these students, and this is most easily done when the computers are compatible with those brands of computers already in use on campus. The College owns approximately 200 DEC Rainbow microcomputers; our libraries provide software on loan to students, and Rainbows can access our VAX "supermini" computers using modems and phone lines. We also own a number of IBM-PC and Apple Macintosh microcomputers, and we provide support for computers that are fully compatible with these models. Middlebury College currently supports the transfer of text files to our VAX computer (for example, to print documents on our laser printer) from the Rainbow, IBM-PC or compatible, Macintosh, or Apple II. Our software library for the Rainbow, IBM-PC and Macintosh is constantly expanding.

Computers are as ubiquitous at Middlebury as they are in society at large, and the College believes that computer science is both a challenge to and an opportunity for its liberal arts tradition. Classrooms and laboratories are equipped for computer use, and terminals and microcomputers are scattered across the campus. The Mathematics and Computer Science Department offers introductory, intermediate and advanced courses in computer science, while many other departments, in the Sciences, the Social Sciences and the Humanities use the computer in a variety of ways. New and exciting opportunities for the integration of computing into Middlebury's more traditional programs are constantly expanding. Students with a strong interest in computing can elect a Mathematics major with a Computer Science emphasis. They can also combine a Concentration in Computer Science with any of several majors, thus gaining a solid knowledge of computing and its applications *(see also page 115).*

Teacher Education

Although Middlebury does not have a major in Teacher Education, our Teacher Education Program has been very successful in preparing men and women for careers in elementary and secondary education. Students participating in this program fulfill a normal major requirement and complete a series of courses in Teacher Education that culminates in an extensive teaching practicum in one of the local public schools. Graduates of the Teacher Education Program can

be fully certified by the State of Vermont for teaching in most of the states in the United States. *(See page 217.)*

Premedical and other Preprofessional Programs

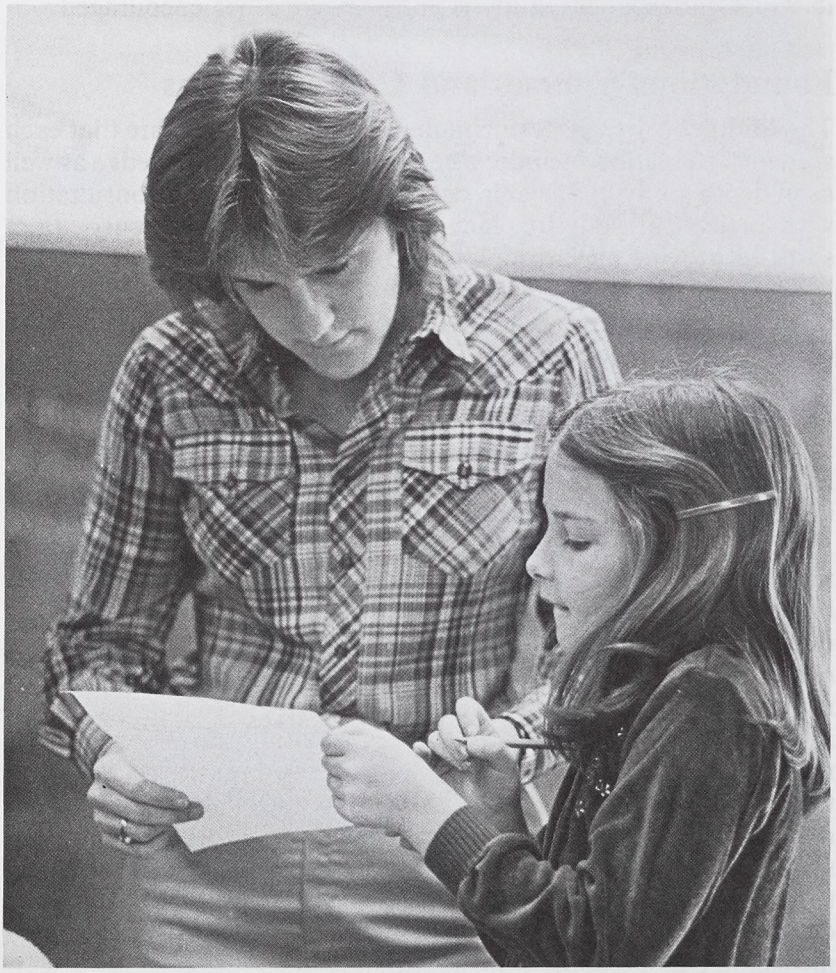
Middlebury's strong science programs within the context of the liberal arts are well suited to premedical studies, and particularly to the increasing emphasis placed by health care today on the relationship between the physician and the patient. While premedical studies have never been easy, Middlebury takes great pride in the enviably high rate of acceptances of Middlebury graduates by medical schools in recent years.

The premedical program and several others—such as predental and preveterinary—of course, demand that the student take a number of specific courses, though no particular major, as an undergraduate. Middlebury also offers the necessary courses to prepare students for entry into professional schools in the areas of law, business, engineering, architecture, forestry, nursing, environmental studies and others. For many of these there are particular courses which, while they may not be required, are strongly advised, and the College has a Preprofessional Committee which stands ready to counsel aspirants about the courses of study that will best meet their needs. The College also makes efforts to arrange internships to provide early exposure to the professions. Interviews and a careful review of qualifications are used to assist students in preparing their applications for professional schools, and it is expected that preprofessional students will maintain superior academic records to insure that they become strong candidates for admission.

Particularly able students may choose a combined professional school plan which allows them to leave Middlebury at the end of their junior year to begin professional studies. Such plans are available not only in medicine, but also in engineering, business and nursing. These plans make it possible for the student to earn both the Middlebury B.A. and the appropriate degree from the professional school. In addition, Middlebury is cooperating with a few medical schools (eg. Dartmouth, Rochester, Tufts) in an Early Assurance Program that makes it possible for exceptionally well qualified students, who are certain they want to pursue a medical career, to seek admission to a predetermined medical school at the end of the sophomore year. If accepted, the student completes the Middlebury B.A. prior to attending the professional school. Other programs permit early decisions on acceptance and deferred matriculation; al-

lowing students to use their post-senior year for other committments.

For students interested in a business career, Middlebury, in association with the University of Chicago Graduate School of Business, offers two juniors the opportunity to gain admission to the Chicago MBA program and begin their business school studies during the summer following the junior year. These students return to Middlebury to complete the senior year and may then continue to pursue the MBA at Chicago at anytime within three years of receiving the B.A. degree. The Chairman of the Preprofessional Committee offers special guidance to students pursuing any of these cooperative programs. (*For basic requirements see page 99.*)



THE CURRICULUM AND INDEPENDENT STUDY

The academic programs set forth above are benchmarks for a liberal education. Whether individual disciplines or special programs, they constitute fruitful and tested ways of developing in an orderly fashion important skills and insights. Yet at each point in the curriculum at Middlebury there is a recognized way for students with initiative, special talent, and a demonstrated ability for independent work to move in their own directions. The following paragraphs give a brief overview of the structure of the curriculum, and set forth the ways in which independent study is either expected or encouraged.

Foundations Courses and Concentrations

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge as well as in depth study in one area defined by the major. In consultation with an academic advisor, each student plans his or her curriculum so as to provide an introduction to a broad spectrum of ideas.

The College offers a series of foundations courses in the major departmental and program areas of the curriculum. Foundations courses are designed to offer introductions to major historical traditions, great ideas and great works. They will provide the foundations for further learning in the area of the course or in allied areas, and they will be designed to aid students in their choice of a major. Each student selects three of these specially designed one-term courses in three different divisions by the end of the sophomore year.

In planning his or her curriculum each student elects a concentration, in addition to the major. The objective, again, is to ensure some breadth as well as in-depth study in a student's educational program during the junior and senior years. A concentration consists of four or more courses, unified by a general principle. The concentration may be departmental or governed by an interdisciplinary theme. It involves work outside the major and substantially different from the major. The concentration must be in a division other than that of the major, and it includes courses beyond the introductory level. While departments and divisions regularly specify concentration patterns, students may also seek approval for an original concentration and the possibilities for the imaginative student are great. The student's concentration is submitted for approval by the Curriculum Committee before the end of the sophomore year.

EMPEROR'S CHOICE

Independent Projects

Students with strong records and a particular interest may apply to a department to substitute an independent project (numbered "500" in the course sequence) for a regular course. Such projects usually culminate in an extensive research paper, a major production, performance or portfolio of poems, paintings or prints.

Independent Study and the Major

Most departmental majors have great inner flexibility. There are some highly structured majors in which the nature of the discipline prescribes a necessary sequence of course work. On the other hand, great variety is possible in multi-disciplinary majors like Religion. Joint majors and double majors are not difficult to design and have been increasingly popular in recent years. All departmental majors — even the most structured — encourage if they do not insist on independent work in the field during senior year. However, the ways of knowing are not confined to any college's current departmental structures and so Middlebury has an Independent Scholar program for those students whose talents and interests clearly would profit from programs they design themselves.

The College recognizes that a few outstanding students with clearly defined educational goals find that they cannot fulfill them within the framework of normal requirements, and the Independent Scholar program is designed to meet their needs. Independent Scholars plan their programs with the assistance of their faculty advisors, under the general oversight of the Independent Scholar Committee. Such programs may be broadly transdepartmental or may involve intensive study and advanced research within a single department. Normal restrictions as to numbers of departmental courses are waived with the understanding that the student will fashion a program with appropriate focus, and that work accomplished outside the normal curricular structure will be equivalent in level of achievement to that required in the normal A.B. program. An Independent Scholar's studies may include multiple credit independent projects, off-campus study, non-departmental programs, and interdepartmental majors as well as more intensive departmental majors.

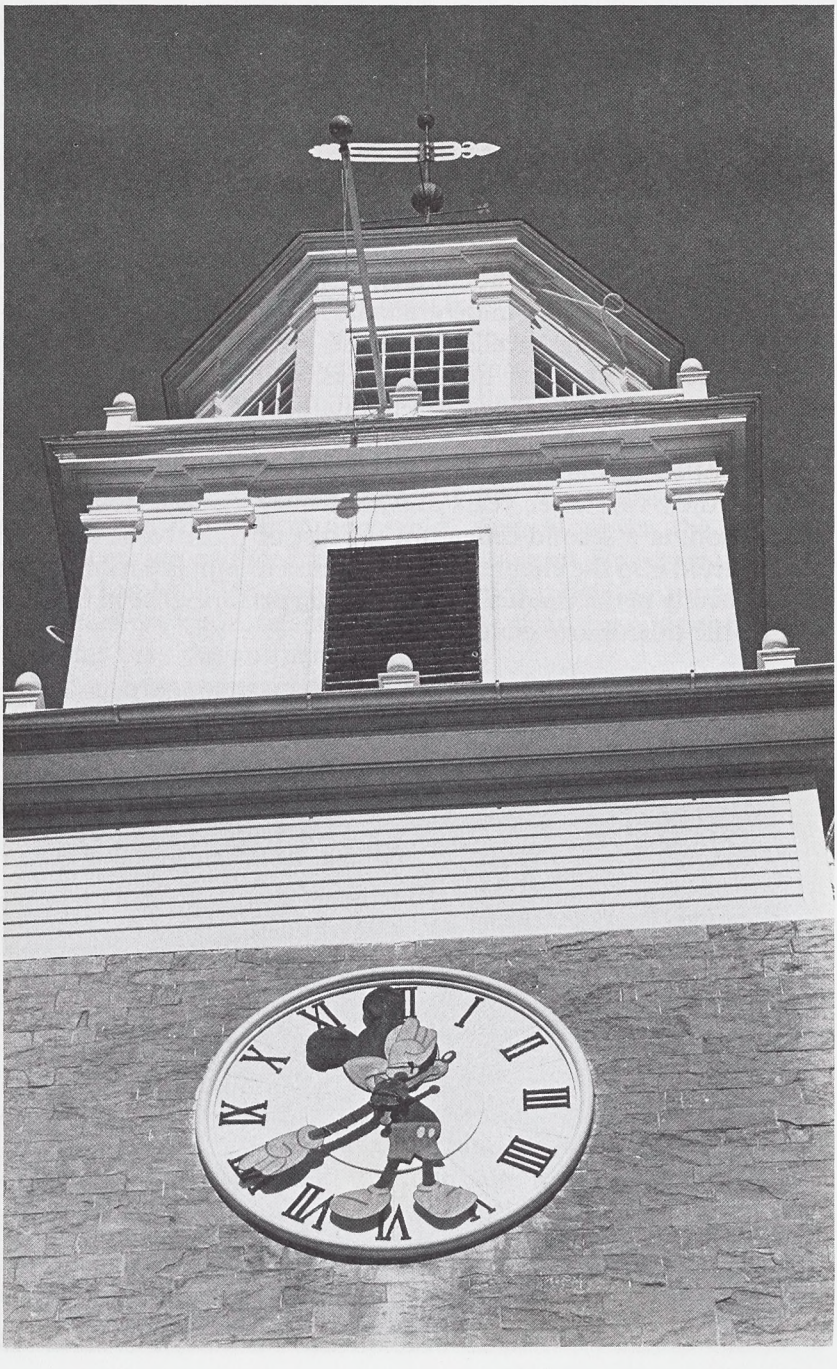
Phi Beta Kappa and the Liberal Arts Tradition

Phi Beta Kappa was founded in 1776 by five students from the College of William and Mary meeting in the Apollo room of the Raleigh Tavern. It was created as a "philosophical society" devoted to

the discussion of political and academic issues. The spirit of the organization is embodied in the phrase *Philosophia biou kubernetes*, let the love of wisdom guide you through life.

Jeremiah Atwater, the first president of the college, brought the tradition of *Phi Beta Kappa* from Yale University to Middlebury. Our chapter is the thirteenth oldest continuously-active chapter in the nation and was one of sixteen which in 1883 formed the national organization, the United Chapters of *Phi Beta Kappa*.

The active members of the chapter, faculty who were initiated into the chapters of their own undergraduate institutions, continue a tradition of celebrating excellence in the liberal arts. The chapter sponsors lectures, inducts new members, and occasionally awards the *Phi Beta Kappa* prize to an exceptional senior whose accomplishments are beyond the normal scope of the curriculum. A small number of seniors are inducted into the chapter in the fall, on the basis of their first three years at Middlebury College. Just before graduation, at a second ceremony, the rest of those to be honored are inducted into the chapter. The invitation to join is a recognition by the faculty in the chapter of outstanding performance in the pursuit of the liberal arts education.



A Sense of Life: Patterns in Time

Four years: Most students take four full years to complete their A.B. degree. There is nothing sacred about this tradition, however, and today it is more and more common to find students who interrupt their educations for a semester or a year, or those, on the other hand, who accelerate their education through summer study at the Middlebury Language Schools and the Bread Loaf School of English. Yet for most the normal pattern of four years—freshman through senior—remains the ideal way to undergo and enjoy the development in one's intellectual, social and spiritual life that college can generate.

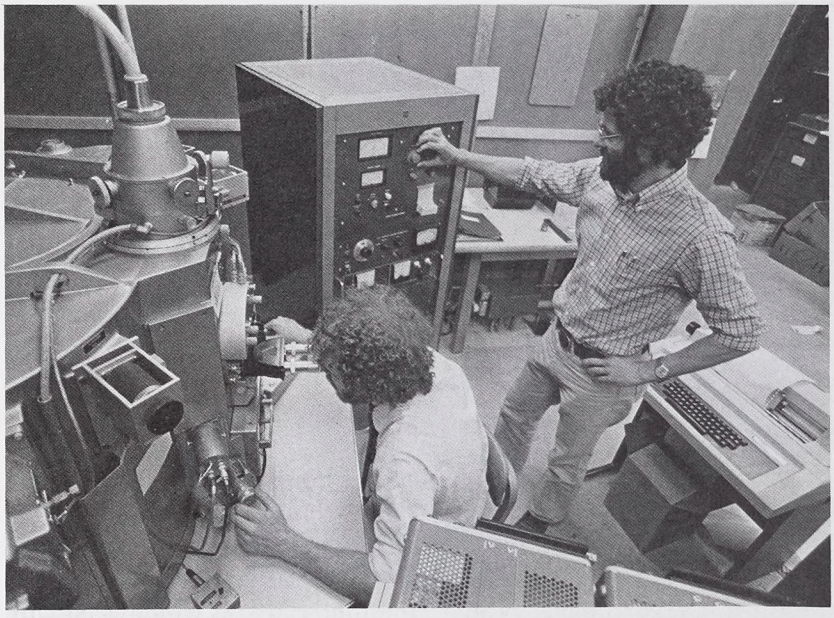
Students arrive, then, as freshmen—most in September, but many in February. As freshmen, they must complete a writing requirement, and most of them also begin to experiment with courses that may lead to a choice of major. By the sophomore year a preliminary choice of major has been made. This allows students to make a serious test of their prospective interest while there is still time to consider other options if their first choice proves inappropriate. By having a departmental identification, it is also possible to have a functioning advising system for sophomores. By junior year students will have firmly decided their majors and probably half of their course work will be in that area. In senior year, departments offer some special senior work such as a thesis, seminars or a general examination, which are designed to promote in-depth research and an integration of knowledge.

A single year: 4-1-4 Curriculum

The pattern of a single year at Middlebury consists of a fall term of 12 weeks ending at Christmas vacation, a winter term of 4 weeks in January and a spring term of 12 weeks ending in mid-May. In the fall and spring terms, the normal course load is 4 courses, but students may with permission take 3 or 5 courses in a term. This allows students to vary their academic load in a single term in light of the overall pattern of their educational program. In the winter term, students take one intensive course.

The 4-1-4 pattern has several advantages. It allows the college year to follow the rhythm of the calendar year so that fall term is completed before the Christmas vacation. Rather than let the January period lie fallow either through an extended vacation or a "reading period," the faculty has chosen to use that time for curricular innovation. The winter term opens up teaching possibilities at the College that are simply impossible in any conventional term. The clearest example of a unique possibility that can be realized in winter term is the extended field investigation. When students are involved in four courses simultaneously, they cannot take off for three weeks to study marine, freshwater and terrestrial organisms in Guatemala, see first-hand the relationship of modern Peruvians to their past or take part in the College's internship program by working in the emergency room in a large metropolitan hospital—all projects which have been undertaken during winter term.

In the winter curriculum, faculty are able to try new ventures not easily fit into a fall or spring term. Exotic areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Some recent entries: Investment Principles for Non-Economists; Knickerbocker New York; Freud and Philosophy; Introduction to Classical Tibetan; Oral History; the Economics of Health Care.



In certain disciplines great efficiencies in learning can be accomplished by an intensely concentrated period of study on a single technique, problem or body of material. Several language departments, for instance, have been experimenting with intensive introductions to language in the winter term.

Independent Study in winter term: In addition to the curricular offerings by the faculty, extensive possibilities exist for qualified students to pursue independent projects during the winter term. In addition to the normal independent research project akin to the "500" courses in the regular terms two unique possibilities in winter term are:

Internships: Students are permitted to take ungraded internships in various professional areas: law, medicine, architecture, communications, teaching and so on. The internship may be off-campus—some have been as far away as the mayor's office in Bremen or a clinic for autistic children in London—or it may be working in the office of a local attorney or at the University of Vermont Medical School. In all cases, internships involve significant exposure to the essential work of a profession. Mere bystanding or routine clerical work is not sufficient to qualify a position for an internship.

Student-Led Courses: These permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

A Sense of Life: Improvisation and Theme

Freedom

The most immediately obvious fact of life at most colleges is freedom. Freedom is everywhere in contrast to high school. No proctors record a missed class, no study halls are required, assignments become more substantial and there are long periods when no one is marking and admonishing as students prepare the materials on which they will be evaluated. In short, this freedom from structure means that responsibility rests with the individual student to take on the task of his or her education. To the extent that this can be done, Middlebury looks for the student who knows how to superintend freedom. A student with an abundance of natural talent may score well on an aptitude test but be a very poor student because this intelligence is given exercise only in occasional bursts as the mood moves. The Admissions Dean was asked one day about a student with lower than average SAT scores. "Well," he said, "That fellow is a cross-country runner and it has been my experience that those guys are awfully dogged when they set out on any task. He'll do o.k." The prediction proved true.

Freedom relative to academic performance is the major public responsibility that every student has to take on, but freedom in the larger life pattern of the College is also a fact which must be accepted responsibly. The College has an immense Handbook full of pages of data, admonitions, procedures, standards and what not, but there are precious few College social rules. The Dean of Students likes to sum it up by saying that the primary College rule is "Be considerate." In general, students manage their own social life. The current nostalgia for the decade of the 50s (or the 20s) has not yet turned anyone's taste back toward the carefully chaperoned dances,

or the rule which forbade men to be on the women's side of the campus after 10 p.m. Most of the college dormitories are co-educational in some fashion or other: by wing, by floor section or corridor. The effect of co-educational dormitories on the whole has been salutary. Insofar as living arrangements are a sign of respect for the maturity of the young people who come to the College, they become an instrument in sustaining that maturity. In terms of the Dean's rule of "considerateness," coeducation in general and the current College residential policies appear to be positive factors in encouraging that virtue.

Community

If cross-country racing presents a figure for the diligence which makes talent productive, there is also the "loneliness of the long distance runner" to be reckoned with. Any Dean of Students or counselor

will recount that loneliness is a primary worry of college students. One suspects that the better the college, the more often the complaint is heard. This is not surprising. Young people who show the kind of intellectual achievement that gains them admission to a very selective college have necessarily spent a lot of time wrapped up in books, writing poems, laboring over lab reports and the like. A lot of life's satisfactions have been in the world of ideas and imagination and some of this may exact a toll on the easy flow of social life. Middlebury does have its share of loneliness—finally no one but the individual student can master the academic tasks—but there are many factors at the College which run counter to isolation and create community. A few are worth special mention.

The strong point of the large university is the size and variety of its departments and curricular offerings. What is sometimes hard to find, however, is the sense of community between students and faculty. Individual teachers may be as warm and generous and open as possible, but sheer statistics make it impossible for any individual student to have much of a claim on their time. One of the advantages of smallness is that students, during their careers, will see particular faculty members in different courses working with their subjects at different levels. Professors do not exist simply to pump knowledge into the heads of students; because students and faculty members come to know each other, teachers can become living examples of the values of the intellectual life and the disciplines they profess.

The College's rural setting has a strong influence on the development of the community. Its members cannot depend upon the commercial delights of the city, and thus there is a necessary and pleasantly improvisational quality to social life at Middlebury. Established social groups, fraternities, and student activities exist and are open to virtually any student. Many of the Middlebury fraternities admit women and there is an easy passage back and forth between fraternity members and the students "on the hill." The fraternities run an "open rush" which is essentially a self-selection system of affiliation. The fraternity example of openness is matched in all organizations. Anyone who shows even a suggestion of interest in joining up at anything from KDR to a weekend birthday party for the student down the hall is likely to be swept in and told to provide the potato chips.

Social activity is primarily free floating and small scale. It ranges from intellectual groups to folkdancing, from the serious and sedate, to the noisy and boisterous. The Winter Carnival Ball always

attracts a crowd. Big events may be the appearance of Oscar Peterson or a student production of *One Flew Over the Cuckoo's Nest.* Movies are constant fare in Dana Auditorium with two or three showings a night from the Cinema Club, the American Movie Club or the Student Activities Board and are shown as "tension breakers" during exam time. Middlebury is an outdoors campus and much of the out of classroom life takes place on the Long Trail, on the ski slopes or in white water.

Whether students who choose Middlebury are already open and democratic in their tendencies, or whether the College encourages and supports that outlook, the result is a student community with very little stratification. Individualism is respected, and there is little pressure from any dominant group to conform to particular ways and outlooks. Perhaps it is a happy accident that the entire student body moves from dormitory to dormitory almost every year; at all events, this keeps at bay the kind of territorial imperative that would permit a special elect to hold on to the best places. And because living arrangements change each year, students are forced (if they are not already so inclined) to learn to live with and to respect a great variety of their neighbors.

Extracurricular Activities and Student Government

At last count there were 65 student organizations which had formal constitutions approved by student government. These run all the way from special interest groups like the photo club through the religious groups to the large and traditional college organizations: the newspaper, the year book, the literary magazine, the radio station and the student government.

The College newspaper, *The Campus,* is probably the most provocative student voice, and its opinions often precipitate heated discussion among administrators, faculty and students. The radio station, WRMC, is a one hundred watt educational station which has an exceptionally committed staff. There is something, evidently, about dominating the air waves for an hour which brings students to work around the clock. During the academic year programming features music, sports, interviews and news, and in the summer the emphasis is on the fine arts. The literary magazine, *Frontiers,* has recently branched into photography and the graphic arts and continues to publish poetry and prose from students and faculty. The yearbook, *Kaleidoscope,* is well named since it never seems to appear in the same format twice. A new journal, *Section 8,* is devoted to the visual and performing arts at the College.

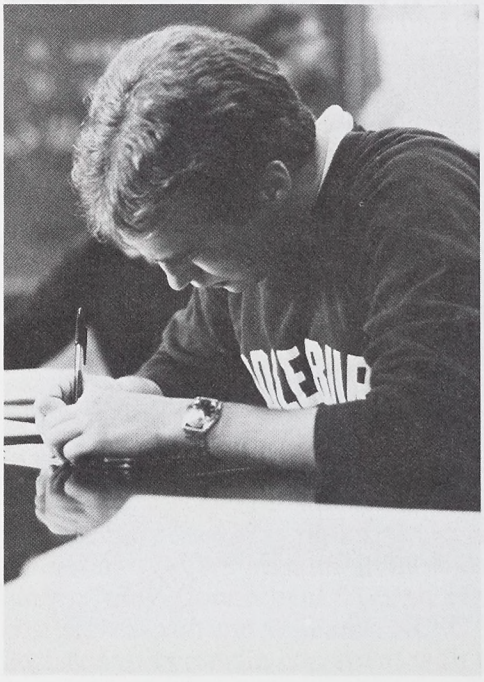
The student run Middlebury College Activities Board has the responsibility for initiating, planning and presenting major programs of interest. Visiting lecturers, big-name rock groups, folk singers and a host of other social activities are produced and financed by MCAB.

The big social event of the year is, of course, the Middlebury Winter Carnival which features not only outstanding ski events but a round of mid-winter parties, a Carnival Ball, an ice show and nationally known entertainers. The four-day Carnival is believed to be the only remaining student-organized, student-financed Carnival in the East. Homecoming in the fall, and the May Day festival are other special

occasions for celebration and good times.

Student government arrangements at Middlebury are evidently unique. The main body of student government is called the Student Forum. This body is composed of representatives of the advisory councils of the thirty-one academic departments. Each academic department has an advisory council of students who assist in curricular planning, make recommendations on appointment and reappointment of faculty and serve as a general instrument of communication between departmental faculty and the students. The student chairpersons of these advisory councils serve *ex officio* on the Student Forum. The advantages of this system are considerable. The student government reflects a broad spectrum of the intellectual interests of the College and, by relating the student government to the College's departmental structure, it has been possible to give the student government some of the stability which it previously lacked. In addition to departmental representatives, about one-third of the Forum is elected at-large. Special elections are held for freshman representatives.

The Student Forum has direct responsibility in the expenditure of the student activities fee, which amounts to over $150,000 in aggregate in any year. More importantly, the Forum appoints all the students who serve as voting members on the various faculty and administrative councils of the College, thereby ensuring students a voice in matters of most concern to them.



The major all-College council for student life is the Community Council, which is co-chaired by the Vice President of the Student Forum and the Dean of the College. All students who serve on faculty councils attend faculty meetings with the right to speak on issues relating to their committees.

MEMORIAL FIELD HOUSE

Sports: Intercollegiate, Intramural and Individual

When football was only a pleasant if grueling amateur sport enjoyed by collegians on warm fall days, Middlebury teams tied Harvard, beat Army and made headlines. Today, football remains a hard fought intercollegiate sport at Middlebury—it is only the headlines that now have been given over to the professionals and the "major football powers." A crisp Vermont afternoon at Porter Field, with the mountains blue in the background beyond the golden line of autumn trees, is a perfect setting for spectators and participants to keep alive the traditional spirit of collegiate athletics. Middlebury has no athletic scholarships; it does not depend on massive gate receipts to underwrite its intramural program; it is removed from the world of the instant replay and sports whose chief end is public relations. The College's intercollegiate athletic program is based on the belief that people play for the love of the game and for the zest of competition. It searches out excellence in prospective student athletes and expects them to give of their talents, but continually stresses that this is *collegiate* athletics, a program of sports in harmony with Middlebury's overall educational program.

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), the National Collegiate Athletic Association (NCAA), and the Northeast Intercollegiate Athletic Conference (NIAC). In 1970–1971 Middlebury joined with nine other institutions in forming the New England Small College Athletic Conference (NESCAC). This conference consists of: Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan and Williams. NESCAC's aim is to ensure that collegiate sports remain consistent with the educational philosophies

for which these colleges are noted. Yet Middlebury fans have been very pleased in recent years with the excellent records of many of their men's and women's teams.

The College does not assume legal responsibility for the expense in caring for injuries sustained by athletes while training for or participating in athletic competition or intramural activities.

Intercollegiate

The men's intercollegiate sports program includes: football, soccer, cross-country, basketball, hockey, alpine and nordic skiing, tennis, baseball, golf, track, swimming and lacrosse. The women's intercollegiate program includes: field hockey, soccer, tennis, cross-country, basketball, hockey, alpine and nordic skiing, squash, swimming, lacrosse and track. There is also a junior varsity program in most intercollegiate sports.

The College provides its students with their own ski areas—the Middlebury College Snow Bowl and the Carroll & Jane Rikert Ski Touring Center. With an unusual variety of groomed slopes and trails, the Snow Bowl is ideal for novice and expert alike. Snow making equipment was installed in 1984. Two double chairlifts and two pomalifts serve thirteen trails and slopes, a total of twenty miles of skiing, dropping 1,200 vertical feet. The Carroll & Jane Rikert Ski Touring Center adjacent to the Bread Loaf Mountain campus includes 50 kilometers of carefully maintained trails for cross-country skiing. On the main Middlebury campus, fifteen miles away, the Snow Bowl operates a 3.5 kilometer cross-country trail, the longest lighted course in the country. The College, its racers, and its alumni have been prominent in the world of skiing, and its men's and women's teams have been winners of recent regional and national ski championships.

Physical Education

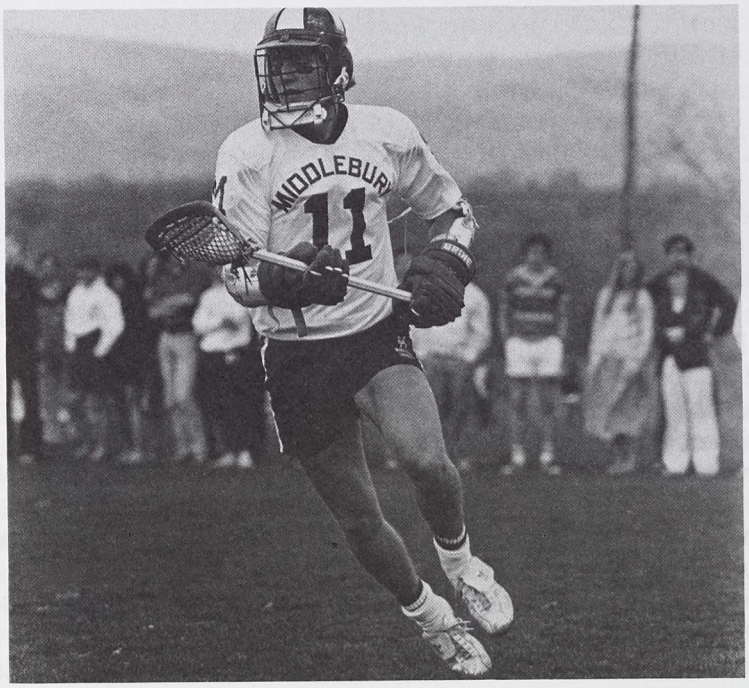
Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to pass a swimming test and to qualify in five seasons of lifetime sports, either through taking a test or by taking a program of instruction. Instruction is available in 28 such sports. Among the lifetime sports offered are dance, golf, karate, swimming, riding, badminton, skating, skiing, squash, ski touring, scuba diving, archery, cycling, conditioning and platform tennis.

Intramural and Club Sports

Intramural sports play a large role in campus recreation with a varied program of activities to meet the competitive and recreational needs of all students. Competition in the Intramural Sports Program is organized in the form of leagues, tournaments and special meets or events. Most of the intramural programs are co-ed. Intramural games are scheduled in basketball, track, golf, rifle, soccer, lacrosse, tennis, relays, badminton, touch football, volleyball, hockey, softball and swimming. A club sports program includes squash, frisbee, martial arts, cycling, sailing, polo, riding, scuba, and separate men's and women's rugby and volleyball teams.

Individual

Individual sports and recreation opportunities include a swim in the indoor pool, skating on the artificial ice rink, downhill and cross country skiing, golf on the College's 18-hole course, a bicycle ride in the country or an overnight hike on the Long Trail. Middlebury's rural setting offers unlimited opportunities in mountaineering, hiking and canoeing – all promoted with enthusiasm by the Mountain Club which provides training and equipment to the adventurous.



Students in Service to the Community

Students who come to Middlebury from both large cities and small towns will be impressed with the strong and growing network of social services in the area. Situated in a rural state with low population density and surrounded by farmland, Middlebury, as the county seat of Addison County, houses many of the social service agencies in the region. The proximity of these agencies to the College campus offers students a unique opportunity to participate in the life of the town and surrounding community.

One of the oldest programs involving student volunteers is the Community Friends program. Community Friends provides College students with a 1:1 match with someone in need. The students may choose their "friend" from the following three groups: children between the ages of 6–12 (similar to the Big Brother/Big Sister Program now enjoying nationwide success); the elderly; or the mentally retarded. Matches with these three groups involve approximately 200 College students. The students meet with their "friend" for a few hours each week and participate in special social activities scheduled throughout the year. Through all these matches students fulfill a critical need while at the same time expanding their own social networks.

The Volunteer Income Tax Assistance program (VITA) uses students to assist community residents who could not otherwise afford assistance with their income tax forms. Interested students commit two hours a week and attend a series of training sessions led by an I.R.S. representative. VITA volunteers not only provide a beneficial service, but in so doing, also gain valuable practical experience in a potential career field. Guardian Ad Litem is a volunteer program in which students serve as legal guardians to mentally retarded adults who live in institutions or in the community. Students become acquainted with their legal charges and with their histories, while at

the same time learning first hand about our legal system.

There are many other ways in which students serve the community. Students volunteer at the various day care centers in town, provide tours at the local Sheldon Museum, serve as chaperones to the Alternatives for Teens program (recreation in a drug-free and alcohol-free environment), serve as readers to the blind and much more.

Community service programs at Middlebury are a two-way street: while offering students an opportunity to complement their academic, career, or social interests, the programs also allow the students to fulfill a valuable and much needed role in the community.

Requirements, Facts and Facilities

Graduation Requirements

1. A student must successfully complete 36 courses. Only six courses with D grades may count toward graduation.
2. Enrolled students must take a winter term course.
3. Students may not elect more than 16 fall or spring term, or more than two winter term courses in their major department.
4. All students must take in the freshman year one of the courses in the writing program.
5. Students must elect one foundations course in three different Divisions of the College: Humanities, Natural Sciences, Social Sciences or Foreign Languages.
6. In addition to a departmental major (or its equivalent) students must elect a concentration in their upperclass years. A concentration is a structured program of 4 or more courses.
7. A Physical Education Program based on the options and opportunities indicated in the departmental section of this catalog is also required.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle.

Residence Halls

Middlebury is a residential college and students are expected to live in College residence halls. Students must receive special permission from the Dean of Students to reside off-campus.

Reservations are made by upperclassmen during the spring for the following year, and all rooms are assigned subject to residence halls regulations. Occupants are liable for any damage to the residence

halls and their furnishings. A student may be required to withdraw from college or be subject to lesser disciplinary penalties for failure to respect residence halls regulations. The College does not accept responsibility for loss of money or other personal property or damage thereto. The Dean of Students reserves the right to remove from a student's room any item which constitutes a safety or health hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupany in September on the day preceding the first college exercises and, except for seniors, are vacated on the day following the student's last final examination. Residences are closed during the Christmas vacation and students may not have access to rooms during that period.

Residence Halls are furnished with single or double-deck beds, mattresses, desks, dressers and chairs. Bedding, pillows and other accessories are furnished by the occupants. The comprehensive fee includes heat, electricity and custodial service. Students provide their own laundry service.

Student Counselors in each section of the freshman halls work closely with the Deans and the freshman advisers.

Students are expected to take their meals in the College Dining Halls unless excused by the Dean of Students.

Health Services

The College offers students basic primary health care in and through the George Parton Health Center, the Center for Counseling and Human Relations and the Sports Medicine Center. The Health Center is a nurse oriented clinic. It is staffed twenty-four hours a day by trained, experienced nurses who examine and treat most common health problems as well as provide health education and referral. The Health Center nursing staff is supervised by a Medical Director/physician, who is available to see students by appointment. In addition there are limited inpatient facilities available at the Health Center. If a student needs to see a physician at a time other than the College physician's scheduled hours, he or she may be seen at the Porter Medical Center Emergency Room, which is located nearby and is staffed twenty-four hours a day by a physician. Emergencies are handled by Porter Medical Center. More extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

The Counseling and Human Relations Center is staffed by two full-time psychological counselors and a part-time psychiatric con-

sultant. In addition to short-term therapy, diagnosis and referral, the Center offers a variety of outreach programs on campus dealing with drugs, alcohol abuse, interpersonal relations and other issues related to campus life. The staff of the Center also provides peer counseling training for the Junior Counselors in all freshman residence halls. The Sports Medicine Center, which is located in the Memorial Field House, is supervised by a physician and includes two athletic trainers and a physical therapist.

Advising

Every freshman is assigned to a member of the faculty or administration who acts as his or her academic advisor throughout the year. Generally, academic advisors have between 6 and 8 students for whom they are responsible. After freshman year students work with a faculty advisor in the department in which they have chosen to major. In addition, there are many other offices on campus to which students may turn for counseling and advising including the Dean of Students, College Chaplain, Health Services, Career Counseling and Placement, and Student Activities Office.

Religious Services

Middlebury College welcomes students of all religious faiths, and it views the religious diversity of its student body as a strength. Historically the College has had close connections with the Protestant Christian tradition, and it offers in Mead Memorial Chapel under the direction of the College Chaplain a program of regular services, which are Christian in emphasis and non-denominational in spirit. The outstanding Middlebury College Choir presents a broad repertory of sacred music in the course of the year at the Chapel services. A Roman Catholic Church is situated immediately adjacent to the campus and there is a Newman Society on campus. Various Protestant denominations are represented in the town of Middlebury. The Hillel Foundation maintains an active program for Jewish students. A major campus student organization, Hillel programs include religious, cultural, or political nature. Christian Fellowship, Christian Science, Lutheran, Quaker and Buddhist groups are also active on campus.

Career Counseling & Placement

The Office of Career Counseling and Placement, located in Adirondack House, offers a wide range of services to all students. The office is a central source of information on career planning, graduate

studies and employment opportunities. Counselors are available for personal counseling, assistance with clarification of goals, exploration of career options, development of effective resumes and letters, discussion of interviewing techniques, and assistance with graduate and professional school applications. During the academic year CC&P staff members, representatives from various organizations, and alumni offer special workshops, seminars and presentations relating to different career interests. Information is also available on various off-campus programs, including spring-break externships for sophomores and juniors with Middlebury alumni. The office arranges campus interviews with representatives from graduate schools, corporations and other employing organizations who have interest in candidates from Middlebury. The Career Resource Area contains a variety of materials on careers and jobs such as directories, annual reports, brochures and listings of permanent and summer opportunities as well as graduate and professional school information.

A Credentials Service is also offered to students and alumni of the undergraduate program, students enrolled in a degree program and degree recipients of the Language Schools, Bread Loaf School of English and Sciences. A credentials file is a compilation of material supporting a candidate's application for admission to graduate or professional schools and employment.

Admissions Data

Admissions Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character and personality.

The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years of each of two languages); *four years of mathematics and/or computer;* two or more laboratory sciences; two or more years of history; and some study of music, art or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year; the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

All applicants are required to take the Scholastic Aptitude Test and three Achievement Tests, including one in English. College Board Tests must be completed no later than January of the senior year. The majority of students admitted to Middlebury present scores of about 600 on each section of the Scholastic Aptitude Test and rank in the upper fifth of their classes. Applications are welcomed from students whose rank and test scores are not in this range if they are judged to have a particular contribution to make to the student body.

Health Information

Before matriculation all new students must submit completed Health Forms and Entrance Physical Examination Forms signed by the student and by the parent or guardian if the student is not yet 18 years old. The Admissions Office will mail these forms to students after

their acceptance to the College. They are to be returned directly to the Parton Health Center at Middlebury College by July 15.

Advanced Placement

The normal procedure for a student wishing to receive college credit for work done while in secondary school is through the Advanced Placement Program sponsored by the College Entrance Examination Board. Advanced Placement scores of 4 or 5 will usually be awarded credit. College level courses taken as part of a secondary school program are not normally acceptable for transfer. However, a student taking college level courses that are not connected to the secondary school program may apply for transfer credit.

Visiting Students

Middlebury College encourages applications from students at other colleges who wish to study at Middlebury for the spring semester. Admission is contingent upon an applicant's academic record, his/her stated reasons for studying at Middlebury College and space availability. Applications for the spring semester should be submitted by December 1. Visiting students are not degree candidates but are entitled to take courses from all departments. For more information consult the Admissions Office.

Annual Expenses for Students

Middlebury College has adopted a comprehensive fee of $14,500 which includes all charges, except sickness insurance and the $80 student activity fee. In addition to the fixed expenses included in the comprehensive fee, students must, of course, be prepared to meet the cost of their books and supplies, clothing and incidental expenses which come to an average of about $1070. Travel costs are *not* included in this figure. *(See page 231.)*

Financial Aid

Through a program of grants, loans and jobs the College seeks to provide financial assistance to all students who would otherwise be unable to attend Middlebury. In recent years the College has been able to meet the full need of all students requiring financial assistance. Each year the College makes financial aid awards in light of the provisions outlined on page 233 of this catalog and in the brochure, "Financial Aid Guide for Undergraduates." An applicant must file the College Scholarship Service Financial Aid Form (FAF), Side I

and Side II, and dependent students must submit a copy of the parents' complete tax return including business returns. A copy of the student's tax return is also required. Our brochure, published each year, presents detailed statistics on students receiving aid at Middlebury as well as the specifics of program regulations and application procedures.

Grants

Grants are awarded on the basis of demonstrated need. Grants are derived from College funds, the Federal Pell Grant program or the Federal Supplemental Educational Opportunity Grant (SEOG) program. Students must apply annually for grant aid but need not undertake a special application procedure to be considered for specific College grants or scholarships. The College will designate scholarship recipients on the basis of a student's eligibility for a particular fund. In addition to applying for a Pell Grant, students from the states of Connecticut, Maine, Maryland, Massachusetts, Pennsylvania, Rhode Island, Vermont and the District of Columbia must apply to their state agencies to determine their eligibility for state grant assistance. Applications are usually available through high school guidance offices; students attending a school in another state should contact their State Higher Education Assistance Agency for the appropriate forms.

Loans

Loans are available to eligible students from the following sources: 1) the Federal National Direct Student Loan Program (NDSL); 2) the various State Guaranteed Student Loan Programs (GSL); 3) the parent loan programs of many states (PLUS); 4) the privately sponsored United Student Aid Funds (USAF); 5) a limited amount from the College's own loan funds. Basic information of the eligibility criteria is published in the Financial Aid Guide; further questions should be directed to the Office of Financial Aid.

Early Decision Plan

Candidates who have Middlebury as their first choice of college may ask for an Early Decision on their applications. Early Decision applications must reach Middlebury by November 15. All other forms and credentials (i.e. transcripts, school reports and recommendations) must be received by the November 15 application deadline. Results of the November College Board tests will be acceptable for Early

Decision candidates. Further information may be obtained from the Dean of Admissions.

Spring Term Enrollment

Approximately ninety students are offered spring term admission to fill vacancies created by midyear graduation and programs abroad. Midyear admission is of special benefit to well qualified applicants for whom there are no spaces available in the fall term. These "February Freshmen" are selected from the regular applicant pool and are notified in April. Orientation, meetings with faculty advisors and registration are scheduled for the first week in February.

Transfer Students

A limited number of students can be accepted into the sophomore and junior classes. Students wishing to transfer to Middlebury should write the Dean of Admissions for detailed information and application forms. Transfer students are eligible to apply for financial aid under the same procedures as freshmen, with the following conditions:

- They must provide the Office of Financial Aid with a financial aid transcript for each college or university previously attended.
- They will be awarded aid to the extent of available funds only after initial determinations have been made for the freshman class.

Student Employment

Middlebury College students may avail themselves of numerous job opportunities, both on- and off-campus. The College maintains an open job market enabling all students equal opportunity to pursue employment, regardless of whether or not they are financial aid recipients. Each year over 70% of the student body finds employment. Jobs vary greatly in their qualifications, responsibilities and the time commitment required. Different wage scales are applied according to the type of work performed. The College Student Employment Coordinator provides information about campus employment policies and current job openings to all interested students.

Procedure for Admissions

Candidates applying for regular admission must submit their applications by January 15 and transfer applications must be submitted by March 1. All applications must be accompanied by an applica-

tion fee of $35. This fee is not refundable and will not be applied to term bills.

Inquiries regarding admission should be addressed to the Dean of Admissions, The Emma Willard House, Middlebury College, Middlebury, Vermont 05753. (802) 388-3711, Ext. 5153.

Visits to Middlebury

A personal interview, a chance to meet members of the Middlebury staff and see the campus, is always desirable. Applicants are encouraged to visit for this purpose between the end of their junior year and January 31 of their senior year in high school. An appointment with an admissions officer may be arranged by writing or telephoning the Admissions Office as early as possible in advance of the intended visit. During the months of February, March, April and May, the admissions staff is engaged in reviewing completed applications and time required for this process precludes the scheduling of personal interviews. However, guided tours of the campus may be arranged during this period.

Alumni Admissions Program

The College established the Alumni Admissions Program to coordinate the interest of alumni with the continuing efforts of the Admissions Office staff to attract outstanding students. Alumni admissions representatives are available throughout most of the United States to meet prospective candidates and to acquaint them with what the College offers. Some areas are served by active committees and others are served by independent alumni representatives. Students interested in Middlebury College may arrange to talk with alumni representatives by contacting the Admissions Office at Middlebury, or one of the Alumni Admissions Area Chairpersons listed on the following page.

National Co-Chairpeople:

Ann E. Crumb, '71	Michael Savareid '66
Oak Ridge Dr.	15419 Greenleaf
Haddam, CT 06438	Sherman Oaks, CA 91403

For an interview or additional information, write:
Dean of Admissions
The Emma Willard House
Middlebury College
Middlebury, Vermont 05753
Telephone: (802) 388-3711 Ext. 5153

Alumni Admissions Chairpeople

AZ Phoenix
Mrs. Peter S. Firestone
6035 N. Casa Blanca Rd.,
Scottsdale, AZ 85253

CA Los Angeles
Mr. Paul Vaughn
15902 Gault St.
Van Nuys, CA 91406

San Diego
Mr. Scott Slater Markus
4939 Pacifica Dr.,
San Diego, CA 92109

San Francisco
Mrs. Selden B. Spangler, Jr.
275 Valley St.,
Los Altos, CA 94022

CO Denver
Mrs. Charles N. Bolton
7109 South Marshall,
Littleton, CO 80123

CT Fairfield County
Mrs. George Peck IV
24 St. John Pl.
New Canaan, CT 06840

Hartford
Mr. Peter E. Steinle
21 Rockwell Pl.,
West Hartford, CT 06107

D.C./MD

Baltimore
Mrs. Frederick Brune
900 Poplar Hill Rd.
Baltimore, MD 21210

Wash DC/MD
Mrs. Charles A. Wiebe
4925 N 27 St.
Arlington, VA 22207

FL Miami
Dr. Phillip A. Caruso
3050 NE 45th St.,
Fort Lauderdale, FL 33308

Tampa
Mr. Marcelino F. Garcia
2613 N. Dundee St.,
Tampa, FL 33609

IL Chicago
Ms. Nancy Lenz
23 W007 Tamarack Dr.,
Glen Ellyn, IL 60137

GA Atlanta
Mrs. Douglas A. Murphy
2830 Wyngate Rd.
Atlanta, GA 30305

LA New Orleans
Mr. Paul M. Batiza
1323 Nashville Upper
New Orleans, LA 70115

MA Boston
Dr. & Mrs. Thomas J. Lamson
245 Highland Rd.
Andover, MA 01810

Mrs. Cyrus Gibson
92 Walden St.
Concord, MA 01742

Mrs. Allan W. Fulkerson
183 Ridgeway Rd.,
Weston, MA 02193

Mr. & Mrs. Sherman B. Russ
521 Main St.,
Hingham, MA 02043

Mrs. Peter S. Howell
22 Arnold Dr.,
Medfield, MA 02052

Western MA
Mr. Rufus P. Cushman III
42 Blokland Dr.,
Longmeadow, MA 01106

Worcester
Ms. Robin Howe Townsend
St. Mark's School,
Southborough, MA 01772

ME
Mr. & Mrs. Davis Van Winkle
Luther Gulick Camps
South Casco, ME 04077

MI
Miss Amanda Vaughn
911 S. Forest
Ann Arbor, MI 48104

MN Minn/St. Paul
Mr. Peter H. Hitch
13521 McGinty Rd.,
Minnetonka, MN 55343

MO St. Louis
Mr. Terence Baer
4949 West Pine, Apt. 10-I
St. Louis, MO 63108

NH
Mrs. Terence Flahive
87 Hitching Post Ln.
Bedford, NH 03102

NJ Northern NJ
Mr. Roger B. May
16 Little Wolf Rd.,
Summit, NJ 07901
Mr. & Mrs. Peter Zecher
224 Glenwood Rd.,
Ridgewood, NJ 07450

Princeton
Mr. & Mrs. J. Allen Fitzpatrick
P.O. Box 6254,
Lawrenceville, NJ 08648

Rumson-Redbank
Mrs. Richard B. Cook
49 Fair Haven Rd.,
Fair Haven, NJ 07701

NY Albany
Mr. & Mrs. Thomas E. Sheldon
25 Stony Brook Dr.,
RD #2, Box 237-I,
Rexford, NY 12148

Buffalo
Mr. Charles R. Rice
85 Middlesex Rd.,
Buffalo, NY 14216

New York City
Ms. Mary-Elizabeth Farley
27 Horseshoe Rd.,
Mount Kisco, NY 10549

Rochester
Mrs. David E. Marshall
65 W. Jefferson Rd.,
Pittsford, NY 14534

Utica
Mr. George M. Kuckel
Peck Rd.
Deansboro, NY 13328

Westchester
Mr. David P. Bridges
293 Benedict Ave.
Tarrytown, NY 10591

OH Ohio
Mrs. Michael Dehlendorf
2300 Commonwealth Pk. N,
Columbus, OH 43209

Cleveland
Mrs. Anthony C. Breuer
3315 Grenway Rd.,
Shaker Heights, OH 44122

PA Philadelphia
Mr. and Mrs. Timothy Bazemore
8 Hillcrest Ave.
Erdenheim, PA 19118

Pittsburgh
Mrs. Jill Stephen
311 Pasadena Dr., S.
Pittsburgh, PA 15215

RI Providence
Mrs. Charles H. Bodine
c/o St. George's School,
Newport, RI 02840

TX Austin
Mrs. Jose M. Roesset
11909 Arch Hill Drive
Austin, TX 78750

Dallas
Miss Elaine King
6321 Shady Brook Lane
Apt. 2219
Dallas, TX 75206

Houston
Mr. O. Samuel Morton
12411 Perthshire,
Houston, TX 77024

VA No. Virginia
Mr. Joseph F. Ferguson, Jr.
2405 Irving St. NE
Washington, DC 20018

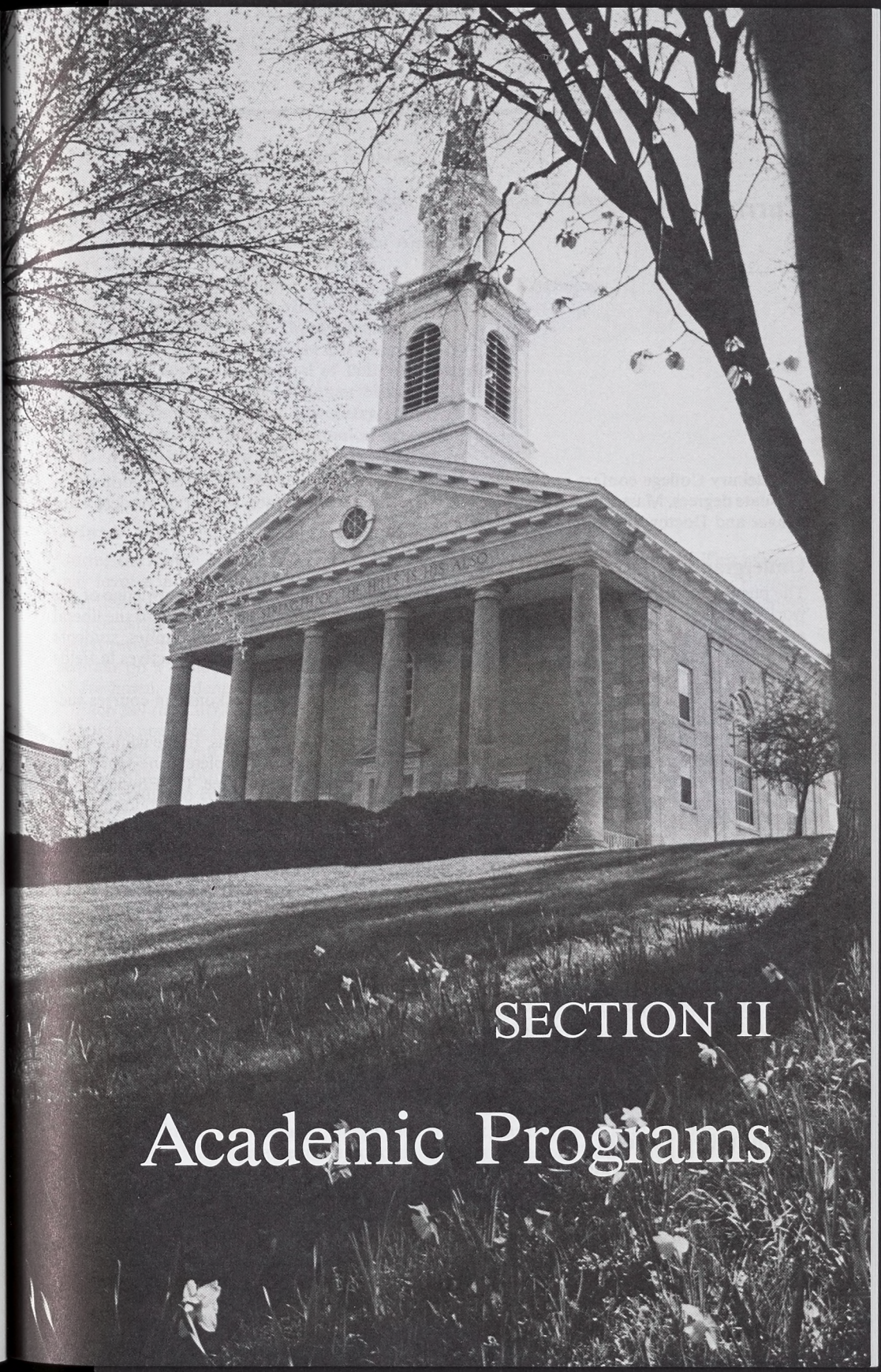
WA Seattle
Mr. Steven Ahmann
2521 Grand Ave.,
Everett, WA 98201

CANADA

Montreal
Mr. W. Kyle Prescott
Chateau Bonavista, Apt. 916,
4555 Bonavista Ave.,
Montreal, PQ, H3W 2C7, Canada

UNITED KINGDOM

London
Mr. Richard B. Taylor
69 Corringham Rd.
London NW 11 UK



SECTION II

Academic Programs

Curriculum

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, Master of Modern Languages and Doctor of Modern Languages.

Undergraduate Work

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of the work covered in at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the fall and spring terms. In the winter term, students select one course for concentrated study. Each student must complete a one-year Physical Education requirement unless excused by the Administration Committee. The Physical Education Program may be completed without charge, although there are fees for certain optional courses (presently for lessons in karate, scuba, riding, skiing, and cross-country skiing). Only seniors or students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the senior year may count for as many as three course units as the department determines. The course units may be distributed between fall, winter and spring terms.

Entering freshmen select their first term program in consultation with their advisers. Final registration for courses occurs after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The CEEB Advanced Placement tests may qualify a student either for credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. Students who qualify on both examinations in English (English literature and English language) will be awarded credits for one examination only. All students must register for the Freshman Writing Program regardless of prior work or Placement scores.

Quantitative Literacy

All Middlebury students are encouraged to take at least one, and preferably two or more, courses in a quantitative area. A partial list of quantitative courses follows. The descriptions of these courses will be found among the departmental listings. Foundations courses are identified with an *(asterisk).

***MA 103 Introduction to Computers**
***MA 105 Finite Mathematics**

MA 106 Statistical Science
MA 112 Calculus
MA 115 Calculus for the Social Sciences
EC 210 Economic Statistics
EC 211 Economic Statistics: Introduction to Regression Analysis
FL 206 Thinking Linguistics
GG 201 Techniques of Environmental Analysis
PY 201 Logic of Statistical Analysis
PY 314 Research Methods in Social and Personality Psychology
***PA 180 Introduction to Modern Logic**
PH 109 Mechanics and Thermodynamics
SA 301 Research Methods in Sociology
PS 200 Theory and Method of Political Analysis
MU 301 Electronic and Computer Music
***CH 103 Fundamentals of Chemistry I**
EC 150 Introduction to Economics: Macro
EC 155 Introduction to Economics: Micro
***GL 170 Global Tectonics**

Winter Term

During the month of January, students elect a single intensive program of study. This program may involve independent projects or a course organized by a member of the faculty. Properly qualified students may participate in Independent Study under the direction of a faculty member, in Internship Programs involving significant exposure to the fundamental work of an established profession, or in Student-Led Groups, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of freshmen, students may pursue independent projects off campus during winter term.

Each fall the Curriculum Committee of the faculty publishes a Winter Term Catalog. A student may not take his/her freshman and sophomore courses within the same department. A department may not require more than two winter courses as part of its major program. Winter term courses are normally graded on an A to F basis. Internships and Student-Led courses are graded credit/no credit. Independent Projects are graded honors/pass/fail.

Students involved in foreign language courses numbered 101 (151) and 102 (152) may be required to participate in a continuing program during the winter term. Seasonal options and opportunities in Physical Education continue through the winter term.

Departmental Honors Program

Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project such as a thesis.

These Honors are printed on the Commencement program, and will be certified to, when requested, by a written certificate from the Director of Undergraduate Records and the chairman of the department, stating the nature and quality of the work done.

Honor Code

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests and final examinations are unproctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement:

"I have neither given nor received aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Judicial Council which is totally student managed. Anyone who observes an infraction should report the offense to the Judicial Council. Any infraction of the Honor System is punishable by dismissal from College.

Scholarship

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though they are required to register for a certain number of units each term, their commitment to their education will undoubtedly involve many more hours a week in reading, in laboratory work and in preparation for classes than they will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B and C. D is a probationary grade which while it records a minimal pass is regarded as unsatisfactory performance. F is a failure.

Ranking System

College Scholar: ..... 3 As and a B or better for students taking 4 or 5 courses

Dean's List: ..... No grade lower than B for students taking 4 or 5 courses

Probation: ..... 2 Ds
1 D and 1 F
D or F in winter term
For students completing term with 3 units of credit: 1 D or 1 F

Failure: ..... 3 Ds
2 Fs
1 F and 2 Ds
2 Ds or 1 F while on probation
D or F in winter term while on probation
3 times on probation
For students completing term with 3 units of credit: 1 F and 1 D or 2 Ds or a second term in succession of probationary standing.
First-term freshmen who have two Fs and two Cs or better or three Ds and one C or better at the end of their first term will be continued in college on academic probation. Two Ds and 1 F constitute failure. For those taking 3 courses, 3 Ds or 2 Fs constitute failure.

Academic Honors

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election in the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

Departmental Honors Program. Departmental Honors are awarded upon graduation in recognition of superior performance in the student's major field. See description of this program.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude* and *cum laude.*

Honorary Appointments. The faculty makes honorary Commencement appointments: to the senior attaining highest rank, the appointment of Valedictorian; to the second in rank, the appointment of Salutatorian.

Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found on following pages.

Course Offerings

NORMAL PROGRAM

The normal academic year consists of four courses in each of the fall and spring terms, and one winter term program. Required Physical Education classes are carried as electives without credit as a course unit. The Physical Education Program may be completed without extra charge although there are fees for certain courses (presently for lessons in karate, scuba, riding, skiing and cross-country skiing) which are optional to the student. Only seniors or students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Underclassmen who wish to take more than four courses in a fall or spring term must obtain permission from the Dean of Students.

FRESHMAN PROGRAM

All freshmen must take one of the courses in the writing program described on p. 000 of this catalog. The successful completion of one of these courses is a graduation requirement. Students should begin work on their Physical Education Program during the freshman year. Normally, only those courses numbered from 100 to 190 are open to freshmen. Freshmen enrolled in a course within a department, however, may be assigned to a more advanced course by that department upon demonstration of special proficiency. Freshmen may not elect more than one course in a subject in any one term. (AL 103 and courses in EL Freshman Writing Program may not be taken simultaneously.)

MAJOR PROGRAM, CONCENTRATION AND FOUNDATIONS COURSES

To obtain a Middlebury College undergraduate degree each student must complete a major, a concentration and a foundations course in each of three divisions.

MAJOR

Students must choose a major at the end of the freshman year.

In registering for the major program the student normally consults the chairman of his or her chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study (a 700 course) and/or General Examination (a 705 course), Senior Seminar (a 704 course) or Senior Course (a 710 course). Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over fall, winter, and spring terms. Where a joint major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with department chairmen involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Advisor Change Form" must be obtained at the Dean of Students' Office, completed, and returned to that office. After

the beginning of the third year students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the department involved. A minimum of 10 courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization
American Literature
Art
Biology
Biology-Chemistry (Joint Major)
Chemistry
Chinese
Classical Studies
Classics
East Asian Studies
Economics
English
Environmental Studies
French
Geography
Geology
German
History
Independent Scholar
International Politics and Economics
Italian
Literary Studies
Mathematics
Music
Northern Studies
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Russian and Soviet Area Studies
Sociology-Anthropology
Spanish
Theatre, Dance and Film

Joint Major: The Biology-Chemistry major (listed above) is a joint major. Other joint majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official only after the required program is approved by an adviser from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 fall and spring courses will be met.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An adviser from each department is required.

International Major: The International major consists of a major in a non-language and non-literature discipline, and includes a specified number of advanced courses in that discipline taken at one of the Middlebury College Schools Abroad or an approved equivalent. It satisfies the major-and-concentration requirement.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements, may plan their own curricular programs with the assistance of a faculty adviser. They submit their programs to the Independent Scholar Committee for review and approval.

Concentration

A concentration consists of four or more cognate courses based on a central theme. It may be departmental, or governed by an interdisciplinary theme (e.g., Asian Studies, Forms of Romanticism, Philosophy of Science).

Each student chooses or designs a concentration consisting of courses from outside of the major division. A list of suggested concentrations designed by faculty precedes the listing of course offerings. Normally a concentration includes several courses beyond the introductory level. Students' concentrations must be chosen before the end of their sophomore year.

Foundations Courses

In addition to the major and the concentration each student must pass a foundations course in three of the four academic divisions (Humanities, Foreign Languages, Social Sciences, Natural Sciences) by the end of the sophomore year. These courses offer introductions to major historical tradition, great ideas and great works, providing foundations for further learning. A list of approved foundations courses precedes the listing of concentrations.

DEGREE REQUIREMENTS

Details on official policies regarding degree requirements, departmental programs, grading, etc., may be found in the latest Middlebury College Handbook.

In addition to the freshman, major, concentration, and foundations course requirements, certain additional requirements must be met before the Middlebury College degree is awarded.

1. To be eligible for a degree a student must successfully complete 32 fall and spring term courses or their equivalent, and 4 winter courses or their equivalent. Normally no more than 16 fall and spring courses may be in the same department. A minimum of 10 courses must be completed in the major. Not more than 6 courses with a D grade may be applied to the degree requirement.
2. The last academic year of undergraduate work must be spent in residence in Middlebury, Vt., except as provided in approved combined plans with engineering and professional schools, and except for certain students in the Northern Studies Program.
3. All students must complete a Physical Education Program based on the options and opportunities indicated in the departmental section of this course catalog.
4. Transfer students are required to fulfill Middlebury degree requirements and to complete successfully 18 courses at Middlebury, one of which must be a winter term course.

SPECIAL PROGRAMS

Premedical, Predental and Preveterinary Programs. No specific major is required of students wishing to prepare for medical professions, but generally medical, dental, and veterinary schools require two terms of biology, with labs; four terms of chemistry (including two terms of organic chemistry), with labs; two terms of physics, with labs; usually two terms of calculus; and, in a number of cases, two terms of English. Interested students should begin as freshmen to take biology, chemistry and mathematics consistent with their backgrounds and abilities. All requirements must be completed by the end of the junior year, so students are best prepared to take admissions tests and meet the requirements of most schools. Interested students should be in touch with Professor Thomas Root in the Science Center soon after their arrival at Middlebury.

Early Assurance Premedical Program. Working in cooperation with a small group of medical schools, Middlebury is able to offer to a very limited number of exceptionally well qualified students the opportunity for acceptance by a predetermined medical school at the end of his or her sophomore year. Candidates for Early Assurance should be absolutely sure that they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how such a program will benefit them in a significant way. They should be active and productive in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as Early Assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school, and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Professor Root in the Science Center as early as possible.

Other Preprofessional Programs. Students may engage in other four-year preprofessional programs that prepare them for studies in law, business-management, engineering, nursing, forestry/environmental studies, architecture and other disciplines. These students should register as early as possible, and should periodically check their programs with special advisers in the following fields: Law: Professor Murray Dry; Business-Management: Professor David Colander; Architecture: Professor Glenn Andres; Engineering: Professor Robert Prigo; Nursing: Professor Thomas Root; Forestry: Professor Steven Tromlulak.

Dual Degree Programs. There are two ways to combine three years of study at Middlebury with further study at a professional school and qualify for both the Middlebury degree and the professional degree. These programs are possible with schools of medicine, dentistry, veterinary medicine, law, business-management, engineering, forestry/environmental studies and nursing. With advanced degree professional programs (eg. medicine, dentistry, veterinary medicine, law, business-management), if the student meets specific requirements at Middlebury, he or she is eligible for the Middlebury B.A. upon successful completion of the first year of study at the professional school. In programs in which the candidate earns a Bachelor's level degree in the professional discipline (eg. engineering, nursing) the student is eligible for the Middlebury B.A. when the professional school degree has been granted. In any case, the recommenda-

tion of the Preprofessional Committee to grant the Middlebury B.A. must be approved by the Administration Committee, the Faculty, and the Trustees before the degree is granted. The two types of programs are outlined below, and those interested should register with the appropriate faculty member (see above), and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for dual degree combined plans are in effect with a limited number of schools of business-management, engineering, forestry/environmental studies and nursing. Candidates for these programs must complete three years of undergraduate study at Middlebury, and must be screened early in the junior year by the Preprofessional Committee of Middlebury College. In the case of engineering and nursing, endorsement by this committee normally leads to automatic admission of the candidate to the professional school. Schools of business-management and forestry/environmental studies normally serve as their own admitting agents, but require the recommendation of the Preprofessional Committee.
2. Student Initiated Plans: It is possible for a well qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, medicine, dentistry, veterinary medicine, engineering, forestry/environmental studies, nursing or school of business-management and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates and shall be responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury degree. Recommendation by the committee does *not* guarantee admission to the professional school.

Early Entry Program for M.B.A. Middlebury offers juniors an Early Entry Program that provides an early start on the University of Chicago Graduate School of Business M.B.A. and a business career. This program gives *two* talented juniors from each of a small group of select colleges and universities the opportunity to officially enter the University of Chicago Graduate School of Business and begin study toward the M.B.A. degree during the summer between the junior and senior years. In addition to completing a full academic quarter of business study, participants will learn about a wide range of career options available to M.B.A.'s through a series of lectures and seminars given by business leaders and career planning experts. Full tuition scholarships will be provided for this summer session. Following the summer experience students will return to Middlebury to complete the undergraduate degree, and may then re-enter the Graduate School of Business on either a full- or part-time basis at any time within three years of graduation to complete the M.B.A. degree. Consult Professor Collander in the Science Center for details.

Exchange Programs. Middlebury maintains exchange programs with several colleges including Berea College during winter term and Swarthmore College during fall and spring terms. One-to-one exchanges may be arranged with other colleges during the winter term as authorized by the Dean of Students.

Independent Scholar Program. The purpose of this program is to allow the student of demonstrated motivation and ability to define individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. It is the normal expectation that students will apply for Independent Scholar status in the sophomore or junior year. Students interested should consult the chairman of the Independent Scholar Committee.

International Major. The International Major is a major in a non-language or non-literature discipline, and includes a specified number of advanced courses in the discipline taken at one of the Middlebury College Schools Abroad or an approved equivalent. The International Major satisfies the major-and-concentration requirement.

Junior Year Abroad. Interested students should discuss their plans early with their faculty advisers and Dean Lindholm.

Lincoln, St. Hugh's and Worcester Colleges, Oxford. Juniors majoring in English, history or in a social science and wishing to study English, history or philosophy, politics and economics may be accepted for a one-year program of non-matriculated study at Lincoln, St. Hugh's or

Worcester Colleges, Oxford. Interested students should be in touch with Dr. Cubeta. Financial aid is available for this program.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department. Financial aid is available for this program.

Williams College-Mystic Seaport Program in American Maritime Studies. As many as six Middlebury students a year may spend a semester studying man's relationship to the sea at the nation's leading maritime museum. Interested students should be in touch with the Dean of Students' Office. Financial aid is available for this program.

American Civilization. Programs are offered to provide students the opportunity to work in related aspects of American culture. The departments which serve as core departments for these programs are: Political Science, Sociology-Anthropology, American Literature and Civilization, and History. For a complete description of this program see the Program in American Civilization in the course section of this catalog.

Classical Studies. This interdisciplinary program offers a broad, rigorous general education based on the careful study of fundamental classical works. For a complete description, see Classical Studies in the course section of this catalog.

East Asian Studies. Interdisciplinary in nature, this program focuses on the exploration of connections among art and literature, history, intellectual heritage, social organization and cultural values of the East Asian peoples. For a complete program description, see East Asian Studies in the course section of this catalog.

Environmental Studies. Middlebury offers an interdisciplinary major in Environmental Studies, with fields of emphasis in ecology, environmental chemistry, environmental geology, human ecology, environmental physics, and environmental economics. Interested students should consult Professor H. E. Woodin, Coordinator of Environmental Studies, about specific course requirements. This program is best started in the freshman year.

International Politics and Economics. This major has three components: (1) a set of political science courses, with cognates in history and geography, (2) a set of economics courses, and (3) a term or year spent abroad at a Middlebury College language school or with those such as the Chinese program in Taipei. For a complete description, See International Politics and Economics in the course section of this catalog.

Literary Studies. This program draws upon the resources of individual language and literature departments, enabling students both to achieve a broad awareness of major Western and Chinese literatures and to master a single body of literature limited to a particular language, period or genre. For a complete description of the program, see Literary Studies in the course section of this catalog.

Northern Studies. The goal of this program is to provide students with a strong multidisciplinary course of study in the rapidly developing field of Northern Studies. For a complete description of the program, see Northern Studies in the course section of this catalog.

Russian and Soviet Area Studies. This program seeks to combine proficiency in the Russian language with a solid interdisciplinary background in at least three of the social science disciplines that specialize in this important region: history, politics and geography. For a complete description of this program, see Russian and Soviet Area Studies in the course section of this catalog.

Teacher Education. Middlebury offers an interdisciplinary program of courses to prepare interested students to teach elementary or secondary school by introducing them to the appropriate areas of scholarship in history, philosophy, psychology, and sociology in addition to courses offered in Teacher Education. For a complete description of this program, see Teacher Education course listings.

FOUNDATIONS COURSES

Each student must pass at least one foundations course in each of three divisions before the end of his or her sophomore year. (Students may take more courses which are designated as foundations courses.) A list of foundations courses arranged by division follows. The descriptions of these courses will be found among the departmental listings where foundations courses are identified with an *(asterisk). Bracketed courses will not be offered in 1986–87.

Foreign Languages Division

CS 133 Masterworks of Chinese Literature and Civilization. Spring.
CL 118 Political History and Theory of Greece and Rome. Fall.
CL 121 The Classical Tradition of the Liberal Arts and Sciences. Spring.
CL 150 The Ancient Epic. Fall.
CL 152 Greek Tragedy. Spring.
FL 116 The Family and the Novel. Spring.
FL 201 Introduction to Linguistics. Fall.
FL 266 Versions of the Foreign. Fall.
[FR 115 Realism: French Fiction from Stendhal to Proust]
FR 120 Women Writers in France. Spring.
RU 151 Russian Literature's Golden Age (1830–1880). Fall.
RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880–Present) (in English). Spring.
SI 231 Captains, Kings and Caudillos (in English). Spring.
SI 290 Dante (in English). Spring.
[SI 294 The Italian Renaissance (in English)]

Humanities Division

AR 101 An Introduction to Art and Art History. Fall.
[EL 110 Continental Fiction]
[EL 111 European Drama: Renaissance to Modern]
[EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]
EL/AL 113 Visions of Nature. Spring.
MU 101 Introduction to Musical Styles. Fall, Spring.
[MU 105 Perspectives of Music]
MU 109 Rudiments of Music. Fall, Spring.
PA 150 Introduction to Philosophy. Fall, Spring.
PA 180 Introduction to Modern Logic. Fall, Spring.
[PA 190 Ethics and the Environment]
[PA 201 Ancient and Medieval Philosophy]
PA 202 Modern Philosophy from Descartes to Peirce. Spring.
RE 105 An Introduction to the English Bible. Fall.
[RE 110 Foundations of Western Religious Life and Thought]
RE 115 Introduction to Eastern Religious Thought. Spring.
RE 201 The Jewish Tradition. Fall.
RE 220 The Shaping of American Religious Life. Spring.
TH 116 The Creative Process: Theatre, Dance, Film. Fall, Spring.
TH 130 Film Form and Film Sense. Fall, Spring.

Natural Sciences Division

BI 125 Introduction to Biology. Fall.
BI 130 Man and Disease. Fall.
BI 190 General Ecology. Spring.
CH 103 Fundamentals of Chemistry I. Fall, Spring.
CH 105 (Same as CH 103, but without lab)
CH 170 Chemistry for Citizens. Fall.
GL 152 Geologic Time. Spring.
GL 170 Global Tectonics. Fall.
MA 103 Introduction to Computers. Fall, Spring.
MA 105 Finite Mathematics: Probability, Matrices and Programming. Spring.
MA 106 Introduction to Statistical Science. Fall.
MA 213 Computer Science I. Fall, Spring.
[MA 227 Set Theory]
MA 240 History of Mathematics. Spring.
NS 128 Cryptology. Spring.
PH 101 The Nature of Things: Physical Reality and Human Thought. Spring.
PH 155 An Introduction to the Universe. Fall.

Social Sciences Division

GG	100	Geography: A Modern Synthesis. Fall, Spring.
HI	103	Individuals and Organizations. Fall.
HI	104	Modern Revolutions. Spring.
LI	206	Thinking Linguistics. Fall.
PS	101	Introduction to Political Science. Fall.
[PS	107	Politics and the Studies of Politics]
SA	105	Social Man and Social Order: Issues in Freedom and Constraint. Fall.
[SA	191	Introduction to Women in Social Thought]

CONCENTRATIONS

A concentration consists of four or more courses governed by a general principle. A summary of the concentration guidelines are as follows:

1. A student must have an approved concentration before the end of his or her sophomore year. An information packet with complete quidelines will be sent to each student in the fall of the sophomore year.

2. A student must select a concentration completely outside the division of his or her major department. Divisions are Humanities, Social Sciences, Natural Sciences and Foreign Languages.

3. A student may not include a course in a concentration that will satisfy both a major and a concentration requirement.

4. A student may elect to self-design an original concentration. A self-designed concentration will need approval of a department chairperson and the Curriculum Committee. A self-designed concentration must include courses beyond the introductory level.

The following is a list of concentrations proposed by the faculty. Any concentration on the following pages will satisfy the above guidelines if it includes at least three courses outside the division of the student's major. All questions may be directed to the concentration adviser in the Dean of Students Office.

Interdisciplinary and Interdepartmental

CN 001 American Religious History

1.	HI	203–HI 204	United States History
2.	RE	306	The Puritan Tradition in America
3.	RE	308	Seminar in American Religious History
4.	*RE	220	The Shaping of American Religious Life

CN 002 Applied Mathematics in Biology

1.	*MA	105	Finite Mathematics
2.	MA	112	Mathematical Analysis I
3.	*BI	125	Introduction to Biological Principles
4.	BI	225	Human Genetics

CN 003 Applied Mathematics in Physics

1.	MA	112	Mathematical Analysis I
2.	MA	113	Mathematical Analysis II
3.	PH	109	Mechanics and Thermodynamics
4.	PH	110	Electricity and Magnetism
5.	*PH	155	An Introduction to the Universe *or*
	PH	266	Contemporary Astronomy and Astrophysics

CN 004 Asian Studies

Any four courses (only one of which may be in the same division as your major) from the master list of courses in the East Asian Studies Program (see p. 146), concentrating either on 1. a particular country (e.g., China), or 2. a particular issue (e.g., social structure and social change in Asia). Please discuss with your major adviser.

CN 005 Basic Neurosciences

1.	PY	301	Physiological Psychology
2.	BI	440	Membrane Biology

3. BI 370 Animal Physiology
4. BI 380 Techniques in Animal Physiology

CN 006 Psychology of Language and Communication

PY 105 Introduction to Psychology

Any three of the following:

PY 225 Child Psychology
LI 201 Introduction to Linguistics
LI 212 Psycholinguistics
PY 421 Nonverbal Behavior and Communication

CN 007 Language and Mind

PY 105 Introduction to Psychology

Any three of the following:

PY 208 Memory and Thinking
LI 206 Thinking Linguistics
LI 212 Psycholinguistics
PY 421 Nonverbal Behavior and Communication

CN 009 Developmental Issues in the Course of Life

1. PY 205 Personality Psychology or
   SA 352 Social Psychology
2. PY 225 Issues in Adolescent Development
3. SA 316 Sociology of Youth
4. PY 226 Adult Development and Aging

CN 012 Cultures in Transition

1. [HI 225 The Foundations of Modern Africa] *or*
   HI 339 History of Southern Africa
2. HI 226 Modern Africa
3. SA 326 Latin American Society and Culture
4. PY 411 Contemporary Issues in Psychology
5. GG 352 The Geography of Development

CN 014 Early Church History to the Reformation

1. [HI 341 The Civilization of the Dark Ages],
2. [HI 342 The Medieval Outlook]
3. HI 343 Europe in the Renaissance
4. HI 344 The Reformation

CN 015 Econometrics

1. *MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I or MA 200 Linear Algebra
3. EC 210 Economic Statistics
4. EC 211 Economic Statistics: Introduction to Regression Analysis *or*
   EC 311 Applied Econometrics

CN 016 Environmental Science

1. GL 112 Environmental Geology
2. BI 190 General Ecology
3. BI 390 Advanced Ecology
4. GG 354 Weather and Climate
5. EC 365 Environmental Economics

CN 017 Foundations of Mathematics

1. MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I
3. MA 113 Mathematical Analysis II
4. [PA 236 Philosophy of Mathematics]
5. [PA 280 Intermediate Logic] *or*
   [MA 227 Set Theory] *or*
   MA 228 Mathematical Logic

CN 018 Imperialism

1. HI 424 Writing and Research, Imperialism
2. HI 226 Modern Africa *or*
   HI 238 Modern Middle East History
3. PS 318 Political Philosophy
4. [PS 220 Asian Politics] *or*
   [PS 404 The Global Political Economy]

CN 020 Mathematics, Economics and Models

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. MA 315 Mathematical Models in the Social Life and Management Sciences *or*
   [MA 318 Selected Topics in Operations Research]
4. EC 355 Microeconomic Theory

CN 021 Personality and Its Determinants

1. [SA 351 Psychological Anthropology]
2. SA 352 Social Psychology
3. PY 204 Personality Psychology
4. PY 225 Child Psychology

CN 024 Renaissance Culture

1. EL 303 English Literature of the 16th Century
2. HI 343 Europe in the Renaissance
3. AR 201 Art of the Italian Renaissance
4. EL 321 Shakespeare *or*
   [EL 224 Medieval and Renaissance Drama]

CN 027 The Soviet World

Choose four courses from at least three departments:

- GG 222 Soviet Geography
- GG 422 Topics in Soviet Geography
- HI 347 Russian History to the Great Reforms
- HI 348 Russian History from the Great Reforms to the Present
- HI 404 The Soviet Union
- PS 227 Soviet Politics
- PS 328 Comparative Communism
- PS 408 United States - Soviet Union Relations
- PS 414 Soviet and East European Politics
- *RU 151 Russian Literature's Golden Age (1830–1880)
- *RU 152 Russian Modernism

CN 028 Third World Studies

1. HI 226 Modern Africa *or*
   HI 339 History of Southern Africa
2. [PS 220 Asian Politics] *or*
   [HI 286 Modern Latin America]
3. [PS 404 The Global Political Economy]
4. HI 238 Modern Middle East History
5. GG 330 South and East Asia

CN 100 Judaic Studies

RE 201 The Jewish Tradition

Either: RE 105 An Introduction to the English Bible
or: RE 280 Studies in Hebrew Bible/Old Testament

Two of the following:

- RE 304 Seminar in Jewish Thought
- HI 403A Modern European Jewish History

CL 206 Intermediate Biblical Hebrew
[CL 305 Readings in the Hebrew Bible]
[CL 406 Advanced Hebrew Studies]

CN 110 International Politics in an Historical Perspective

1–2. *Any two of the following:*
HI 215 History of Modern Europe (1815–1900)
HI 216 History of Modern Europe (1900–1968)
HI 285 Colonial Latin America
HI 286 Modern Latin America
[HI 346 History of France (1750–1940)]
HI 353 British History (1603–1815)
[HI 354 British History (1815–1979)]
3. PS 201 International Politics
4. PS 408 Seminar on United States - Soviet Relations *or*
PS 412 Seminar on Diplomacy

CN 111 Society and Culture in Modern Europe

Any four of the following:
AR 305 Painting and Sculpture of Nineteenth Century Europe
[*EL 110 Continental Fiction]
HI 215 History of Modern Europe (1815–1900)
HI 216 History of Modern Europe (1900–1968)
HI 403 Themes in Modern European History *or*
[HI 413 Topics in Modern European History]

CN 114 The Classical Heritage: Philosophy and Religion

1. PA 201 Ancient and Medieval Philosophy
2. PS 317 Classical Political Philosophy
3. *RE 110 Introduction to Western Religious Life and Thought

Plus any one of the following:
CL 150 Ancient Epic
CL 152 Greek Tragedy *or*
[EL 227 Greek Comedy]
[CL 216 History of Greece]
AR 311 Ancient Art
[AR 312 Roman Art]

CN 155 Humanities and the Environment

1. [AR 314 America: The Visual Environment]
2.[*EL/AL 113 Visions of Nature]
3. PA 190 Ethics and the Environment
4–5. *Two of the following:*
AL 202 American Literature 1830–1865
CS 225 Classical Chinese Poetry in Translation
EL 213 English Romanticism
[RE 312 Buddhist and Christian Enlightenment]

CN 158 Linguistics

Any two or three of the following:
FL 201 Introduction to Linguistics *or*
LI 206 Thinking Linguistics
LI 212 Psycholinguistics

Plus any one or two of the following to make up a total of four courses:
FL 211 Sociolinquistics
LI 225 Sound Patterns of Language
LI 301 Romance Linguistics
LI 500 Independent Study in Linguistics
PA 354 Philosophy of Language

Departmental

AMERICAN LITERATURE

CN 159 American Literary History

1. AL 103 Topics in American Literature *or*
   AL 201 American Literature (1620–1820)
2. AL 202 The American Renaissance *or*
   AL 203 American Literature (1860–1940)
3. AL 301 The American Novel: the Nineteenth Century *or*
   AL 302 The American Novel: the Twentieth Century
4. AL 340 Regionalism *or*
   any 300–400 level course in American Literature.

ART

CN 033 The Art of Europe, Renaissance and Baroque

1. AR 101 Introduction to Art
2. AR 201 Art of the Italian Renaissance
3–4. Any two additional courses in the Art of Europe, 1100–1700
5. A seminar or 500's project in the art of this period

CN 034 Modern Art

1. *AR 101 Introduction to Art
2–4. Any three additional courses in the art of mid-18th century to the present
5. A seminar or 500's project in the art of this period

CN 036 Studio Art

1. AR 102 Modern Art
2. AR 209 Studio Art I
3. AR 210 Studio Art II
4–5. *One of the following two-term sequences in studio:*
   AR 309–310 Painting
   AR 205–206 Figure Drawing
   AR 315–316 Printmaking
   AR 319–320 Sculpture

BIOLOGY

CN 037 Environmental Biology

1. *BI 125 Introduction to Biological Principles
2. BI 203 Botany *or*
   BI 202 Vertebrate Life
3. BI 190 General Ecology
4. BI 390 Advanced Ecology *or*
   BI 302 Vertebrate Field Biology

CN 038 General Biology

1. *BI 125 Introduction to Biological Principles
2. BI 225 Human Genetics
3. BI 205 Developmental Biology *or*
   BI 203 Botany
4. [BI 201 Invertebrate Biology] *or*
   BI 216 Animal Behavior *or*
   BI 202 Vertebrate Life

CN 039 Biology of Molecules

1. *BI 125 Introduction to Biological Principles
2. CH 103 Fundamentals of Chemistry I
3. CH 241 Organic Chemistry I
4. BI 314 Molecular Genetics
5. BI 250 Organelles and Cells

CN 040 Physiological Biology

1. *BI 125 Introduction to Biological Principles
2. BI 250 Organelles and Cells
3. BI 303 Plant Physiology *or*
   BI 230 Microbiology
4. BI 370 Animal Physiology

CN 166 Vertebrate Biology

1. BI 125 Introduction to Biological Principles
2. BI 202 Vertebrate Life
3. BI 302 Vertebrate Field Biology
4. BI 370 Animal Physiology

CN 167 Genetics

1. BI 125 Introduction to Biological Principles
2. BI 225 Human Genetics
3. BI 250 Organelles and Cells
4. BI 314 Molecular Genetics *or*
   BI 325 Applied Genetics

CN 168 Organismic Biology

1. BI 125 Introduction to Biological Principles
2. BI 201 Invertebrate Biology
3. BI 202 Vertebrate Life
4. BI 203 Botany
5. BI 230 Microbiology

CHEMISTRY

CN 041 Biochemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. CH 422 Biochemistry
5. CH 421 Biochemistry *or*
   [CH 322 Experimental Biochemistry]

CN 042 Cellular Structure and Function

1. CH 103 Fundamentals of Chemistry I
2. *BI 125 Introduction to Biological Principles
3. CH 241 (247) Organic Chemistry I
4. BI 250 Organelles and Cells

CN 043 Environmental Chemistry

1. BI 190 General Ecology
2. CH 103 Fundamentals of Chemistry I
3. CH 104 (106) Fundamentals of Chemistry II
4. CH 241 (247) Organic Chemistry I

CN 044 Inorganic Chemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 104 (106) Fundamentals of Chemistry II
3. CH 351 (357) Physical Chemistry I
4. CH 412 Advanced Analytical Chemistry *or*
   CH 431 Advanced Inorganic Chemistry

CN 045 Molecular Biology

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I

3. CH 242 (248) Organic Chemistry II
4. *BI 125 Introduction to Biological Principles
5. BI 314 Molecular Genetics

CN 046 Organic Chemistry

1. CH 103 Fundamentals of Chemistry I
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. CH 341 (347) Organic Chemistry III *or*
   [CH 443 Advanced Organic Chemistry] *or*
   CH 442 Advanced Organic Chemistry

CHINESE

CN 008 Chinese Studies

1–2. CS 201–202
3–4. Any two courses centered upon China selected from the list of courses which may be counted toward the East Asian Studies major (including HI 331) providing that not more than one of these two courses is from the same division in which the student is taking his/her major. These two courses may *not* be Chinese language courses such as CS 101–2, 301–2, 400, 401–2, but may be literature courses (taught in English or in Chinese) where appropriate.

CLASSICS

CN 113 Hebrew Language and Literature

1. CL 105 Introduction to Biblical Hebrew
2. CL 206 Intermediate Biblical Hebrew
3. CL 305 Readings in the Hebrew Bible
4. *One of the following:*
   CL 406 Advanced Hebrew Studies
   RE 280 Studies in the Hebrew Bible/Old Testament
   RE 201 The Jewish Tradition

CN 115 Classical Greek

Four courses in Greek beyond the intermediate level

CN 142 Classical Latin

Four courses in Latin beyond the intermediate level

CN 116 Greek Language and Literature in Translation

1. CL 303 Greek Poetry
2. CL 304 Greek Prose
3–4. *Two of the following:*
   *CL 150 The Ancient Epic *or*
   [EL 211 Classics of Literature: The Ancient Epic]
   *CL 118 Political Institutions
   CL 152 Greek Tragedy *or*
   EL 227 Greek and Roman Drama
   PA 201 Ancient and Medieval Philosophy
   PS 317 Classical Political Philosophy

CN 143 Classical Civilization

1. *CL 150 The Ancient Epic *or*
   [EL 211 Classics of Literature: The Ancient Epic]
2. CL 121 The Classical Tradition of the Liberal Arts and Sciences
3–4. *Two of the following:*
   CL 152 Greek Tragedy *or*
   EL 227 Greek and Roman Drama
   *CL 118 Political Institutions

ECONOMICS

CN 047 Economic Theory

1. MA 112 Mathematical Analysis I
2. EC 150 Introductory Economics (Macro)
3. EC 155 Introductory Economics (Micro)
4. EC 350 Macroeconomic Theory
5. EC 355 Microeconomic Theory

CN 048 Public Sector Economics

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. EC 355 Microeconomic Theory
4. EC 465 Public Policy Toward Business *or*
   EC 470 Public Finance

CN 049 Industrial Economics

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. EC 355 Microeconomic Theory
4. EC 455 Industrial Strategies *or*
   EC 465 Public Policy Toward Business

CN 051 Monetary Economics

1. MA 112 Mathematical Analysis I
2. EC 150 Introductory Economics (Macro)
3. EC 155 Introductory Economics (Micro)
4. EC 350 Macroeconomic Theory
5. EC 475 Monetary Theory and Financial Institutions

CN 144 Economics of Human Resources

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. EC 210 Economic Statistics
4. EC 355 Microeconomic Theory
5. EC 430 Inequality and Poverty

CN 150 The Corporate Sector

1. EC 150 Introductory Economics (Marco)
2. EC 155 Introductory Economics (Micro)
3. EC 310 Economics of Investing in Securities
4. EC 315 Accounting
5. EC 320 The Corporation

CH 151 International Trade Theory

1. MA 112 Mathematical Analysis I
2. EC 155 Introductory Economics (Micro)
3. EC 355 Microeconomic Theory
4. EC 440 The Economics of International Trade

CN 152 International Finance

1. MA 112 Mathematical Analysis I
2. EC 150 Introductory Economics (Macro)
3. EC 155 Introductory Economics (Micro)
4. EC 350 Macroeconomic Theory
5. EC 445 International Finance

CN 154 Development Economics

1. MA 112 Mathematical Analysis I
2. EC 150 Introductory Economic (Macro)
3. EC 155 Introductory Economics (Micro)

4. EC 360 Macroeconomic Theory
5. EC 420 Economic Development and Population Change

ENGLISH

CN 052 Creative Writing: Poetry

1. EL 175 The Structure of Poetry
2. EL 275 Intermediate Workshop: Poetry
3. EL 213 English Romanticism *or*
   EL 314 Victorian Poetry
4. EL/AL 312 Modern Poetry

CN 053 Creative Writing: Fiction and Nonfiction

1. EL 107 Journal and Essay *or*
   EL 160 The Structure of Nonfiction *or*
   EL 170 The Structure of Fiction
2. EL 260 Intermediate Workshop: Nonfiction *or*
   EL 270 Intermediate Workshop: Fiction
3. EL 206 Early English Novel *or*
   EL 207 Nineteenth Century English Novel
4. EL 208 Twentieth Century English Novel *or*
   EL 309 Contemporary Literature

CN 054 Dramatic Literature

Any four of the following:

[EL 111 European Drama]
[EL 227 Greek Comedy]
CL 152 Greek Tragedy and Its Influence
CL 155 Greek and Roman Comedy
EL 224 Medieval and Renaissance Drama
EL 321 Shakespeare
TH 326 Modern Drama
EL 229 Modern British Drama
TH 226 American Drama
RU 353 Russian Theatre

CN 056 The Novel

Any four of the following:

[*EL 110 Continental Fiction]
EL 206 The Early English Novel
EL 207 Nineteenth Century English Novel
EL 208 Twentieth Century English Novel
EL/AL 309 Contemporary Literature
EL 405 Seminar: The Novel and the Narrative Tradition of Romance
AL 301 The American Novel I
AL 302 The American Novel II
[RU 351 Dostoevsky]
RU 352 Tolstoy

CN 157 Poetry: the Lyric Tradition

1. EL 103 Lyric and Narrative Poetry *or*
   EL 175 The Structure of Poetry *or*
   EL 202 Interpretation of Literature: Major Poets from the Eighteen to the Twentieth Century
2. EL 303 English Literature of the Sixteenth Century *or*
   EL 304 English Literature of the Seventeenth Century
3. EL 213 English Romanticism *or*
   EL 314 Victorian Poetry
4. EL/AL 312 Modern Poetry *or*
   AL 306 American Poetry: 1620–1920 *or*
   AL 307 Topics in Twentieth Century American Poetry

FRENCH

CN 058 French Language and Literature

1. *One of the following:*
   - FR 205 Toward Liberated Expression *or*
   - FR 215 Writing in French

2–3. *Two of the following:*
   - FR 207 Introduction to French Poetry *or*
   - FR 208 Introduction to French Theater *or*
   - FR 209 Introduction to French Prose

4. One Literature course at the 300 level or equivalent in France

CN 118 French Civilization

1. FR 206 Introduction to Contemporary France
2. *One of the following:*
   - FR 208 Introduction to French Theater *or*
   - FR 209 Introduction to French Prose
3. FR 222 Facets of a Changing France
4. *One of the following, or equivalent in France:*
   - [FR 310 Literature and Society in the Ancient Regime] *or*
   - [FR 311 Voltaire, Diderot, and the French Enlightenment] *or*
   - FR 312 The French Novel in the Age of Enlightenment *or*
   - FR 313 French Civilization in the Twentieth Century *or*
   - FR 315 Nineteenth Century Novel *or*
   - FR 321 French Classical Theater *or equivalent in France*

CN 119 French Literature

1–2. *Two of the following:*
   - FR 207 Introduction to French Poetry
   - FR 208 Introduction to French Theater
   - FR 209 Introduction to French Prose

3–4. Two literature courses at the 300 level *or equivalent in France*

GEOGRAPHY

CN 120 Geographical Analysis of Human Activity

1. GG 100 Geography: A Modern Synthesis
2. GG 211 Economic Geography
3. GG 212 Urban Geography
4. *One of the following:*
   - GG 213 Population Geography
   - GG 215 Political Geography

CN 121 Human Activity in the Physical Environment

1. GG 100 Geography: A Modern Synthesis
2. GG 250 Physical Earth Processes
3. *One of the following:*
   - GG 254 Weather and Climate *or*
   - GL 252 Geomorphic Processes
4. *One of the following:*
   - GG 230 Social Aspects of Environmental Conservation
   - GG 253 Natural Hazards

CN 164 Soviet Geography

1. GG 100 Geography: A Modern Synthesis
2. *One of the following:*
   - GG 211 Economic Geography
   - GG 215 Political Geography

3. GG 222 Contemporary Geography of the Soviet Union
4. GG 422 Seminar in Soviet Geography

CN 165 The Geography of Development

1. GG 100 Geography: A Modern Synthesis
2. GG 210 The Geography of Development
3. GG 211 Economic Geography
4. GG 213 Population Geography
5. GG 215 Political Geography

GEOLOGY

CN 059 Marine Geology

1. GL 112 Environmental Geology *or*
   GL 161 Oceanography
2. GL 201 Bedrock Geology of Vermont
3. GL 342 Marine Geology
4. GL 321 Sedimentary Rocks *or*
   GL 382 Geophysics *or*
   GL 500 Readings and Research

CN 060 Sedimentary Rocks

1. GL 112 Environmental Geology *or*
   GL 161 Oceanography *or*
   GL 342 Marine Geology
2. GL 201 Bedrock Geology of Vermont
3. GL 252 Geomorphic Processes
4. GL 321 Sedimentary Rocks

CN 061 Regional Geology

1. GL 170 Global Tectonics
2. GL 201 Bedrock Geology of Vermont *or*
   GL 252 Geomorphic Processes *or*
3. GL 342 Marine Geology *or*
   GL 321 Sedimentary Rocks
4. GL 381 Structural Geology *or*
   GL 500 Readings and Research

CN 062 Geophysics

1. GL 152 Geologic Time *or*
   GL 170 Global Tectonics
2. GL 201 Bedrock Geology of Vermont *or*
   GL 342 Marine Geology
3. GL 381 Structural Geology
4. GL 382 Geophysics

CN 063 Rocks and Minerals

1. GL 170 Global Tectonics
2. GL 211 Mineralogy
3. GL 322 Igneous Petrology
4. GL 332 Metamorphic Petrology

GERMAN

CN 068 German Language and Literature

1. GN 201 Intermediate German
2. GN 202 Advanced German

3–4. Two courses numbered 300 or higher. These courses may be taken in the German department or in the Middlebury College German School during the summer.

HISTORY

CN 069 American History

1. HI 203 US History (1492–1861)
2–4. *Three of the following:*
HI 204 US History (1861–Present)
[HI 361 Colonial America]
[HI 362 Era of the American Revolution (1763–1800)]
HI 363 Jeffersonian and Jacksonian America (1800–1848)
[HI 364 The Era of the Civil War and Reconstruction]
HI 365 Victorian America 1877–1919
HI 366 The American Frontier 1789–1892
HI 367 Twentieth Century America (1900–1941)
HI 368 Twentieth Century America (1941–1980)
HI 371 Black History
[HI 373 American Diplomatic History]
5. HI 405 Readings in American History

CN 071 Modern Europe

1. *HI 104 Modern Revolutions
2–4. *Any three of the following:*
HI 215 History of Modern Europe (1815–1900)
HI 216 History of Europe (1900–1968)
HI 346 History of France from the Old Regime to the Twentieth Century
HI 348 Russian History from the Great Reforms to the Present
HI 349 History of Germany from 1648 to the Twentieth Century
HI 354 British History 1815–1979
5. HI 403 Readings in Modern European History

CN 072 The Rise of Europe

1. *HI 103 Turning-points in Early Modern History
2–4. *Three of the following:*
[HI 341 Civilization of the Dark Ages]
[HI 342 The Medieval Outlook]
HI 343 Europe in the Renaissance
HI 344 The Reformation
HI 347 Russian History to the Great Reforms
HI 214 Society and Culture in Western Europe 1500–1800
HI 403 Readings in Modern European History

MATHEMATICS

CN 073 Applications

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 315 Mathematical Models in the Social and Management Sciences
4. [MA 318 Selected Topics in Operations Research] *or*
MA 213 Computer Science I

CN 074 Analysis

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 200 Linear Algebra

CN 075 Axiomatic Mathematics

1. *MA 227 Set Theory *or*
MA 228 Mathematical Logic
2. *MA 105 Finite Mathematics
3. MA 200 Linear Algebra

4. [MA 411 Elementary Topology] *or*
   *MA 240 History of Mathematics

CN 076 Computer Science

1. MA 213 Computer Science I
2. MA 214 Computer Science II
3. [MA 325 Data Structures and File Processing] *or*
   MA 323 Computer Systems
4. MA 200 Linear Algebra *or*
   [MA 310 Probability] *or*
   [MA 311 Statistics] *or*
   MA 315 Mathematical Models in the Social, Life and Management Sciences *or*
   [MA 318 Selected Topics in Operations Research] *or*
   MA 421 Theory of Computation *or*
   MA 423 Algorithms and Complexity

CN 077 Discrete Mathematics

1. *MA 105 Finite Mathematics
2. MA 200 Linear Algebra
3. [MA 220 Graph Theory and Combinatorics] *or*
   [MA 227 Set Theory] *or*
   MA 203 Discrete Structures and Linear Algebra
4. MA 321 Elementary Number Theory

CN 078 Probability

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 200 Linear Algebra
4. [MA 310 Probability]

CN 160 Computer Literacy

1. *MA 103 Introduction to Computers
2. [MA 127 Elementary Computer Simulation]*or*
   *NS 128 Cryptology
3. *MA 105 Finite Mathematics, *or*
   *MA 106 Introduction to Statistical Science
4. *MA 213 Computer Science I

CN 162 Mathematics and Statistics

1. MA 113 Analysis I
2. MA 200 Linear Algebra
3. [MA 310 Probability]
4. [MA 311 Statistics]

MUSIC

A concentration in Music shall consist of four courses at least two of which shall be in different areas of the discipline: performance, history or theory. At least one course of the four shall be at the 300 or 400 level. The following list does not begin to exhaust the possible Music concentrations. Music faculty are happy to help students design their own plans.

CN 079 Music

1. *MU 209 Rudiments of the Musical Language
2. MU 220 *or* MU 221 Survey of Music History
3. A 300 level Music History Course
4. MU 306 Performance

CN 081 Music: History

1. MU 220 Survey of Music History
2. MU 221 Survey of Music History

3. MU 325 Music in the 20th Century
4. MU 209 Theory

CN 082 Music: Performance

1. MU 306 Performance
2. MU 307 Performance
3. MU 500 Independent Project in Recital
4. MU 220 *or* MU 221 Survey of Music History

CN 083 Music: Theory

1. MU 209 Theory
2. MU 210 Theory
3. MU 309 Analysis
4. MU 220 *or* MU 221 Survey of Music History

PHILOSOPHY

CN 084 Contemporary Philosophy

1. [PA 223 Introduction to Contemporary Philosophy]
2. PA 207 Contemporary Moral Problems
3. PA 352 Philosophy of Mind *or*
   [PA 354 Philosophy of Language]
4. PA 180 Introduction to Modern Logic

CN 085 History of Philosophy

1. *PA 201 Ancient and Medieval Philosophy
2. *PA 202 Modern Philosophy from Descartes to Peirce

3–4. *Two of the following:*

- PA 222 American Philosophy
- [PA 223 Introduction to Contemporary Philosophy]
- [PA 250 History of Early Modern Philosophy]
- PA 255 Kierkegaard, Marx and Nietzsche

CN 086 Logic and Philosophy of Science

1. PA 180 Introduction to Modern Logic
2. [PA 353 Philosophy of Science]
3. [PA 223 Introduction to Contemporary Philosophy] *or*
   [PA 351 Theory of Knowledge]
4. PA 280 Intermediate Logic *or*
   [PA 354 Philosophy of Language]

CN 087 Value Theory: Ethics, Aesthetics, and Political Philosophy

1–2. *Two of the following:*

- PA 190 Ethics and the Environment *or*
- PA 205 Human Nature and Ethics *or*
- PA 207 Contemporary Moral Problems

3–4. *Two of the following:*

- [PA 213 Philosophy of Religion]
- [PA 233 Aesthetics]
- PS 317 Classical Political Philosophy
- PS 318 Political Philosophy: Modernity

PHYSICS

CN 088 Physics

1. Any foundations course in Physics
2. MA 112 Mathematical Analysis I
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magnetism

POLITICAL SCIENCE

The established Political Science concentrations listed below should not be taken to exhaust the range of possible concentrations in Political Science. Students considering a concentration in Political Science are encouraged to develop a self-designed concentration in consultation with the department chairman.

CN 089 American Foreign Policy

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes
2. PS 201 International Politics
3. PS 311 American Foreign Policy
4. PS 408 Seminar on United States - Soviet Union Relations *or*
   [PS 412 Seminar on Diplomacy] *or*
   PS 430 Seminar on U.S. - Asian Relations

CN 122 American Politics

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes

2–3. Two lecture courses at the 200 or 300 level

4. A Seminar in American government

CN 123 Comparative Politics

1. PS 103 Introduction to Comparative Politics

2–3. Two lecture courses at the 200 or 300 level.

4. PS 406 Seminar on Comparative Politics: Western Europe *or*
   PS 414 Seminar on Comparative Politics: USSR and East Europe

CN 090 Soviet and East European Politics

1. PS 103 Introduction to Comparative Politics
2. PS 227 Soviet Politics
3. PS 328 Comparative Communism
4. PS 408 Seminar on U.S. - Soviet Relations *or*
   PS 414 Seminar on Comparative Politics: USSR and East Europe

CN 091 International Relations

1. PS 201 International Politics
2. PS 302 International Conflict Resolution
3. PS 311 American Foreign Policy
4. PS 404 Seminar on the Global Political Economy *or*
   PS 405 Seminar on the Causes of War *or*
   PS 408 Seminar on U.S. - Soviet Relations *or*
   [PS 412 Seminar on Diplomacy] *or*
   PS 430 Seminar on U.S. - Asian Relations

CN 092 The Politics of the Developing Areas

1. PS 103 Introduction to Comparative Politics
2. PS 210 The Politics of Modernization in the Third World
3. PS 220 Asian Politics
4. PS 404 Seminar on the Global Political Economy *or*
   PS 430 Seminar on U.S. - Asian Relations

CN 094 Political Philosophy

1. *PS 101 Introduction to Political Science *or*
   [*PS 107 Politics and the Studies of Politics]
2. PS 317 Classical Political Philosophy
3. PS 318 Political Philosophy: Modernity
4. [PS 401 Seminar on Political Philosophy] *or*
   PS 409 Seminar on Political Philosophy: Aristotle

CN 125 Politics, Philosophy and Law

1. *PS 101 Introduction to Political Science *or*
   [*PS 107 Politics and the Studies of Politics]
2. PS 102 The American Political Regime
3. PS 317 Classical Political Philosophy *or*
   PS 318 Political Philosophy: Modernity *or*
   PS 409 Seminar on Political Philosophy: Aristotle
4. PS 305 American Constitutional Law: The Federal System *or*
   [PS 306 American Constitutional Law: Individual Rights] *or*
   [PS 402 Seminar in Constitutional Law]

CN 126 The Superpowers in World Politics

1. PS 201 International Politics
2. PS 311 American Foreign Policy
3. HI 348 Russian History from the Great Reforms *or*
   HI 368 Twentieth Century America (1941–1980) *or*
   PS 227 Soviet Politics
4. PS 408 Seminar on U.S. - Soviet Relations *or*
   [PS 412 Seminar on Diplomacy]

PSYCHOLOGY

CN 128 Personality/Social Psychology

Any four of the following:

1. PY 105 Introduction to Psychology
   PY 203 Social Psychology
   PY 204 Personality Psychology
   PY 325 Abnormal Psychology (with permission)
   PY 414 Self Presentation
   PY 421 Nonverbal Behavior and Communication

CN 169 Psychology as a Natural Science

Any four of the following:

PY 105 Introduction to Psychology
PY 207 Conditioning and Learning
PY 208 Memory and Thinking
PY 301 Physiological Psychology
PY 416 The Limbic System
PY 417 Physiological Basis of Learning and Memory

CN 170 Psychology as a Social Science

Any four of the following:

PY 203 Social Psychology
PY 204 Personality Psychology
PY 225 Child Psychology
PY 226 Adult Development and Aging
PY 325 Abnormal Psychology (with Permission)
PY 411 Contemporary Issues in Psychology

CN 172 Life Span Development

Any four of the following:

PY 105 Introduction to Psychology
PY 225 Child Psychology
PY 226 Adult Development and Aging
PY 306 The Exceptional Child
TE 202 Issues in Adolescent Development

CN 173 The Psychology of Individual Differences

Any four of the following:

PY 105 Introduction to Psychology

PY 204 Personality Psychology
PY 225 Child Psychology
PY 325 Abnormal Psychology (with permission)
PY 415 Self-Presentation
PY 425 Psychoanalysis

RELIGION

CN 101 Philosophy of Religion

1. [*RE 110 Foundations of Western Religious Life and Thought]
2. [PA 213 Philosophy of Religion]
3. RE 301 Modern Views of God and Religious Life: 19th Century
4. RE 302 Modern Views of God and Religious Life: 20th Century

CN 130 Comparative Religion

1. [*RE 120 Introduction to The Jewish, Christian and Islamic Traditions] *or*
   RE 110 Foundations of Western Religious Life and Thought
2. *RE 115 Introduction to Eastern Religious Thought
3. [RE 303 Theories of Religion] *or*
4. RE 312 Buddhist and Christian Enlightenment *or*
   RE 340 Seminar in the History of Religions

CN 131 Asian Religions

1. *RE 115 Introduction to Eastern Religious Thought
2. *Any three of the following:*
   [RE 209 The Hindu Tradition]
   RE 210 The Buddhist Tradition: India and Tibet
   RE 211 The Buddhist Tradition: China and Japan
   [RE 215 Shinto: Japanese Indigenous Religious Beliefs]
   RE 311 Buddhist Philosophy

CN 132 Buddhism

1. RE 210 The Buddhist Tradition: India and Tibet
2. RE 211 The Buddhist Tradition: China and Japan
3. RE 311 Buddhist Philosophy
4. [RE 312 Buddhist and Christian Enlightenment]

CN 133 The Christian Tradition

1. *RE 105 Introduction to the English Bible *or*
   RE 281 Studies in the New Testament
2. RE 220 The Shaping of American Religious Life *or*
   RE 204 The Christian Tradition
3. HI 344 The Reformation
4. RE 301 Modern Views of God and Religious Life: 19th Century *or*
   RE 302 Modern Views of God and Religious Life: 20th Century

CN 147 Western Religious Thought

1. RE 120 Introduction to the Jewish, Christian, and Islamic Traditions *or*
   [RE 110 Foundations of Western Religious Life and Thought]
2. *RE 220 The Shaping of American Religious Life *or*
   RE 204 The Christian Tradition

3–4. *Any two of the following:*
   RE 301 Modern Views of God and Religious Life: The 19th Century
   RE 302 Modern Views of God and Religious Life: The 20th Century
   RE 304 Jewish Thought and Modern Culture

RUSSIAN

CN 102 Russian

1. RU 101–102 Beginner's Russian (2 semesters)

2. RU 201–202 Intermediate Russian (2 semesters)
3. *RU 151 Russian Literature's Golden Age (1830–1880) (in English)
4. RU 321 Soviet Man and His World

CN 103 Russian Literature in Translation

Any four of the following:

*RU 151 Russian Literature's Golden Age (1830–1880)
*RU 152 Revolutionary Literature in a Revolutionary Society
RU 351 Dostoevsky
[RU 352 Tolstoy]
[RU 353 Russian Theater]
[RU 354 Chekhov]
RU 356 Russian Literature of the 60's and 70's

SOCIOLOGY/ANTHROPOLOGY

CN 104 Comparative Cultures

Any four of the following:

[SA 321 Native Peoples of North America]
SA 322 Native Peoples of South America
SA 326 Latin American Society and Culture
[SA 330 Perspectives of American Society and Culture]
SA 335 Chinese Society and Culture
[SA 336 Indian Society]
SA 343 American Community Studies
SA 354 Race and Ethnicity

CN 134 Simple and Complex Institutions

Any four of the following:

SA 180 The Anthropology of Religion
SA 315 Sociology of Education
SA 344 Urban Sociology
SA 385 Medical Sociology
SA 387 Sociology of Law

CN 135 Social Groups in American Society

Any four of the following:

[SA 191 Introduction to Women in Social Thought]
SA 316 Sociology of Youth
[SA 330 Perspectives of American Society and Culture]
SA 343 American Community Studies
SA 370 Sociology of Inequality
[SA 390 Sociology of Women]

CN 136 Law and Social Policy

SA 105 Social Man and Social Order: Issues in Freedom and Constraint

Any three of the following:

SA 315 Sociology of Education
SA 385 Medical Sociology
SA 387 Sociology of Law
SA 388 Deviance

CN 137 Women's Studies

Any four courses; students must include courses from both *groups*

1.[*SA 191 An introduction to Women in Social Thought]
SA 304 Women, Culture and Society
[SA 390 Sociology of Women]
GG 414 Seminar in Urban Geography: Women and the City
2. [AL 260 Fiction by American Women]
*FR 120 20th Century French Women Writers

FR 312 Women and the Novel of the Ancien Regime
MU 360 Women in Music
[SI 450 Women in Hispanic Literature]

SPANISH/ITALIAN

CN 106 Latin American Studies

1. SI 201 Intermediate Spanish
2. SI 219 Self Expression in Spanish
3. SI 326 Latin American Culture and Society
4. *Any one of the following:*
   HI 285 Colonial Latin America
   HI 286 Modern Latin America
   SA 326 Latin American Culture and Society

CN 107 Hispanic Literature

SI 201 Intermediate Spanish
2. SI 219 Self-Expression in Spanish
3. SI 300 An Introduction to the Study of Hispanic Literature
4. Any advanced literature course

CN 156 Italian

1. SI 251 Intermediate Italian
2. SI 252 Advanced Italian

3–4. Two Italian courses at the 300 or 400 level.

TEACHER EDUCATION

CN 112A Elementary Education

1. PY 225 Child Development *or*
   TE 201 Critical Issues in American Education
2. TE 205 Methods of Teaching Language Arts in the Elementary School
3. TE 210 Methods of Teaching Mathematics in the Elementary School
4. TE 404 Curriculum Development in the Elementary School
5. TE 405–406–407 Student Teaching

CN 112B Secondary Education

1. TE 201 Critical Issues in American Education *or*
   TE 202 Issues of Adolescent Development *or* the equivalent
2. TE 220 Teaching Reading and Study Skills in Secondary School Subjects
3. TE 414 Problems and Methods in Secondary Education
4. TE 415–416–417 Student Teaching

THEATRE, DANCE AND FILM

CN 108 Acting and Directing

1. *TH 116 The Creative Process: Theatre, Dance, Film
2. TH 102 Acting I
3. TH 214 Directing I
4. TH 326 Modern Drama *or*
   TH 306 Twentieth Century Experiments
5. TH 210 *or* TH 220 Production Studios *or*
   TH 302 Voice *or*
   TH 500 Independent Project

CN 109 Stage Design

1. *TH 116 The Creative Process: Theatre, Dance, Film
2. TH 211 Scene Design I
3. TH 213 Lighting *or*
   [TH 315 Costume Design]
4. TH 219 *or* 229 *or* TH 500, Production Studio *or* Independent Project

5. TH 306 Twentieth Century Experiments *or*
TH 226 Modern Drama

CN 148 Dance

1. TH 284 Dance History
2. TH 276 Anatomy and Kinesiology *or*
TH 279 Movement Intentionality
3. *Any three of the following:*
TH 160/161/162 Beginning Dance
TH 260/261 Intermediate Dance
TH 360/361 Advanced Dance

CN 149 Film Studies

1. TH 130 Film Form and Film Sense *or*
2–5. *Any three of the following:*
TH 231 Film History
TH 234 American Film Genres
TH 235 Sight and Sound
[TH 330 Film Modernism]
[TH 332 Workshop in Film Criticism]

DEPARTMENTS OF INSTRUCTION

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors program. These course numbers may signify on-going work, and in such event are graded "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100–199 are usually taken by freshmen; 200–299, by sophomores; 300–399, by juniors; 400–499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1986–87 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for the year 1986–87 may be incomplete. Departments may be consulted about the possibility of other courses. Winter term information will be published and distributed separately.

INTERDEPARTMENTAL

ID 100 Intensive Freshman Writing Seminar Fall

An intensive writing course intended to improve writing skills. This course is also useful for those students for whom English is a second language. Numerous papers and revisions are required. Class discussions focus on the analysis of varied literary works in order to help students develop analytical skills. Students will be taught how to use the word processor. This course does not fulfill the freshman writing requirement. Mrs. Pack

FRESHMAN WRITING PROGRAM

All freshmen must elect one of the courses in the writing program. These courses are designed to develop and improve the skills of written communication; they are taught in sections of limited enrollment, require frequent written assignments, and proceed through close revision of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these courses is a graduation requirement. Freshmen who have completed the Freshman Writing Program requirement may, in their freshman year, elect a second, different course in the Program, space permitting. In 1986–87 the courses that satisfy the requirement include those listed below. For full descriptions see the entries under individual departments of instruction.

AMERICAN LITERATURE AND CIVILIZATION
- **AC 103 American Values**
- **AL 103A The American West: California**
- **AL 103B The American Character**
- **AL 103C American Fictions**
- **AL 103D The American Short Story**

BIOLOGY
- **BI 102 Science in Science Fiction**
- **BI 111 Writing on Nature**

CHEMISTRY
- **CH 170 Chemistry for Citizens**

CHINESE
- **CS 220 Modern Chinese Fiction in Translation**

ENGLISH
- **EL 101 Narrative Fiction**
- **EL 103 Lyric and Narrative Poetry-**
- **EL 105 Drama**
- **EL 107 Journal and Essay**
- **EL 108 Classic and Modern Heroes**
- **EL 160 The Structure of Nonfiction**
- **EL 170 The Structure of Fiction**
- **EL 175 The Structure of Poetry**

GEOLOGY
- **GL 112 Environmental Geology**

HISTORY
- ***HI 103 Individuals and Organizations**
- ***HI 104 Modern Revolutions**
- **HI 203 United States History (1492–1861)**

MUSIC
- ***MU 101 Introduction to Musical Styles**

PHILOSOPHY
- ***PA 150 Introduction to Philosophy**

PHYSICS
- ***PH 101 The Nature of Things**

POLITICAL SCIENCE
- **PS 104 Introduction to American Political Processes**

PSYCHOLOGY
- **PY 204 Personality Psychology**

THEATRE, DANCE, FILM
- **TH 106 Introduction to Drama Study**

Approved winter term courses when offered.

*Foundations Course

DIVISION OF FOREIGN LANGUAGES

In addition to courses offered in the departments of Classics, French, German, Russian, and Spanish and Italian, and in the Program in Japanese, the Division of Foreign Languages offers the following courses which span the boundaries of its separate departments:

***FL 116 The Family and the Novel** Spring

The novels will be read within the context of the evolution of contemporary discourses on the family and its attendant themes (sexuality, domesticity, concepts of gender, patriarchal structures). The course will seek to convey to students a sense of the relationship that at times obtains between prose and sociological approaches to literature. Readings: Dickens, *Bleak House,* Woolf, *A Room of One's Own,* Proust, *Swann's Way,* Faulkner, *Absalom, Absalom!,* Kafka, *The Penal Colony,* Beckett, *Molloy.* Mr. Reid

***FL 201 Introduction to Linguistics** Fall

An introduction to the study of human language. Some of the major topics to be considered are: nature of human language and how it differs from other communication systems; discovery of the genetic relationship of languages and development of historical and comparative linguistics; aims and methods of descriptive linguistics; articulatory and acoustic phonetics; phonemics and morphemics; different models of syntactic description; development of and reaction to transformational-generative grammar; semantics; relationship and application of linguistics to other fields of study. Method of instruction: primarily lecture with class participation, problem-solving and several short papers or projects. Mrs. Olinick

FL 247 Film and Literature as Narrative Art Spring

Since the earliest days of German cinema, the adaptation of literature to the screen has produced films both compelling and controversial. Students will study the adaptation and transformation of literature to the screen, focusing on the "point" of both the literary source and the film adaptation. The course will compare the two media structurally, as well as raise questions about the political and cultural implications of the works studied. Screenings, lectures, readings, oral reports, short essays, and one longer paper—in English. Literature and film included: *The Three Penny Opera,* Brecht/Pabst; *The Kaiser's Lackey,* H. Mann/Staudte; *Young Torleb,* Musil/Schlondorff; *Billiards at Half-past Nine,* Boll, *Not Reconciled,* Straub and Huillet. Ms. Brodnax

***FL 266 Versions of the Foreign** Fall

Drawing upon a variety of narratives - novels, explorer accounts, travel writing, short stories and film - we will seek out that which constitutes "the foreign" in the particular context of each narrative considered. Special attention will be given to the rhetoric and modes by which "foreignness" is portrayed. The "alien terrain," "imperialist outlook," "culture shock" and "America as foreign" will provide four broad categories into which the course will be divided. Each student is expected to join with the other students and participating faculty members in "exploring" such issues as knowledge vs. observation, experiencing vs. writing, cultural identity as liberating vs. imprisoning, the picturesque vs. the significant. This course will attempt its own "voyage of discovery" by searching for a typology of that-which-is foreign. (Tuesday afternoon or evening film series a required part of this course.) Mr. Knox, Mr. Berninghausen

FL 340 The Art and Craft of Translation Spring

A workshop-style course for students with upper-level language training (classical and modern) involving the transmutation of texts (poetry and prose) into workable English literary form. Limited to 12 students. Mr. Harris

[FL 405 Seminar: Kafka]

For additional courses offered in English, see also:

CL 112 Introduction to Greek Civilization Fall

CL 113 Introduction to Roman Civilization Spring

***CL 118 Political History and Theory of Greece and Rome** Fall

***CL 121 The Classical Tradition of the Liberal Arts and Sciences** Spring

***CL 150 The Ancient Epic** Fall

***CL 152 Greek Tragedy** Spring

[CL 155 Greek and Roman Comedy]

CL 220 Introduction to Greek Science Fall

[CL 317 Plato]

CL 450 History of Classical Literature (in Translation) Spring

***CS 133 Masterworks of Chinese Literature and Civilization** Spring

[CS 216 Traditional Chinese Fiction in Translation]

CS 220 Modern Chinese Fiction in Translation Fall

[CS 225 Classical Chinese Poetry in Translation]

CS 260 Introduction to Literary Theory and Criticism Spring

[*FR 115 Realism: French Fiction from Stendhal to Proust]

***FR 120 Women Writers in France** Spring

***RU 151 Russian Literature's Golden Age (1830–1880)** Fall

***RU 152 Russian Modernism (1880-Present)** Spring

RU 351 Dostoevsky Fall

[RU 352 Tolstoy]

[RU 353 Russian Theater]

[RU 354 Chekhov]

RU 356 Russian Literature of the 60's and 70's Spring

***SI 231 Captains, Kings and Caudillos** Spring

***SI 290 Dante** Spring

[*SI 294 The Italian Renaissance]

[SI 298 The Italians]

DIVISION OF NATURAL SCIENCES

***NS 128 Cryptology: The Mathematics and Technology of Making and Breaking Secret Codes** Spring

Cryptology is the study of the hiding of the meaning of messages. Its concerns are: 1) the science of making communications unintelligible to all except the intended recipients and 2) the efforts of unintended recipients to discover the true content of the message. The progress of cryptology has closely paralleled the discovery of new mathematical and technological ideas, from invisible inks to cipher wheels to high speed computers. We will use cryptology as a vehicle to study some of these technologies, but our primary focus will be on introducing the mathematical ideas that underlie classical and modern cipher making and breaking: modular arithmetic, number theory, matrix algebra, probability and statistics, elementary computer programming. Two years of secondary school mathematics are sufficient background for this course. Mr. Olinick

*Foundations Course

AMERICAN LITERATURE AND CIVILIZATION

Professors: Stephen Donadio (chairman), John McWilliams. *Assistant Professors:* John Gilkeson (Dana Faculty Fellow in American Civilization), Joanne Jacobson (on leave), Karl Lindholm, Brett Millier

The department offers two different majors, one in American Literature and one in American Civilization, each of which has its own set of requirements and its own director. The American Literature major, directed by Professor Donadio, provides an opportunity for the intensive study of American literature in the context of American history or of creative writing. The American Civilization major (formerly called American Studies), directed this year by Professor Gilkeson, involves study of a wide range of developments in American culture through a series of courses offered by at least seven different participating departments.

Students interested in pursuing studies in the Department of American Literature and Civilization should choose one of the two available majors by the end of their sophomore year. Transferring from one major to the other is permissible so long as the student is prepared to meet the requirements for the new major.

AMERICAN LITERATURE

The American Literature major is expected to develop an understanding of the nation's principal writers and movements as they have developed historically. This program of study within the department emphasizes the systematic study of American literature, in the broader context of the culture as a whole, from its colonial origins to the present day.

Required for the major: Fourteen courses for all majors, including AL 201, 202, and 203, AL 450, four other one-semester literature courses in the department, and the two seminars in the Senior Program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will normally take two courses in American history (HI 203–204 are especially recommended) and two courses in a non-American literature (EL 201 and EL 213 are especially recommended). Students who wish to pursue a creative writing specialization may take four courses in the creative writing sequence offered by the English Department.

The Senior Program consists of a fall term seminar (AL 704), and a winter term seminar culminating in a one-hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental Honors are awarded on the basis of a senior thesis. To qualify as a candidate for Honors, one must have had an average of B+ or better for previous work in the department. During the spring of the junior year, in consultation with the faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters. Creative Writing theses will be supervised by the faculty in Creative Writing.

An oral examination will be given on the completed thesis. The examination will be administered by three faculty members, one of whom will ordinarily be from outside the department. Highest Honors will be granted for a grade of A, High Honors for a grade of A− and Honors for a grade of B+. For Honors in any of these categories the student must also have a final average of B for all course work in the department and a minimum of B on the General Examination.

FRESHMAN WRITING COURSES

AL 103 and AC 103 satisfy the freshman writing requirement. For full description of the Freshman Writing Program, see p. 122.

AL 103 Topics in American Literature Fall, Spring

Study of a particular theme, genre or movement in American literature. Topics will differ in each section. All sections will fulfill the Freshman Writing Requirement. AL 103 may also be counted as an elective within the American literature major. AL 103 does not fulfill any requirement for an American Civilization Major.

AL 103A The American West: California Fall
Ms. Millier

AL 103B The American Character Fall
Mr. Lindholm

AL 103C American Fictions Fall
Staff

AL 103D The American Short Story Spring
Mr. McWilliams

AC 103 American Values Fall
Mr. Gilkeson

***AL/EL 113 Visions of Nature** Spring
(See English Department listings for description.)

AL 201 American Literature: 1620–1830 Fall
A study in the growth of American literature from the era of the Puritans through the era of early Romantic authors. Emphasis on Bradford, Taylor, Edwards, Franklin, Irving, Cooper and Poe. Open to all majors in American Literature and Civilization. Limited to 70 students. Mr. McWilliams

AL 202 American Literature: 1830–1865 Fall
A study of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Open to all majors in American Literature and Civilization. Limited to 70 students. Staff

AL 203 American Literature: 1865–1940 Spring
A study of the major authors of the period, including Twain, James, Stephen Crane, Henry Adams, O'Neill, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Open to all majors in American Literature and American Civilization. Limited to 70 students. Ms. Millier

[AL 260 Fiction by American Women]
Offered in 1987–88.

AL 301 The American Novel: I Fall
The development of the American novel in the 19th century, including work by Brockden Brown, Cooper, Hawthorne, Stowe, Melville, Twain, Howells, James, Norris, Wharton and Crane. (Open to juniors and seniors only.) Mr. McWilliams

AL 302 The American Novel: II Spring
The development of the American novel in the 20th century, including fiction by Dreiser, Hemingway, Fitzgerald, Faulkner, Dos Passos, West, Wright and Bellow. (Open to juniors and seniors only.) Mr. Donadio

[AL 306 American Poetry: 1620–1920]
Offered in 1987–88.

AL 307 Topics in Twentieth Century American Poetry Spring
A study of a particular theme, genre or movement in modern and/or contemporary American poetry. The topic chosen will vary from year to year.
Ms. Millier

[AL/EL 309 Contemporary Literature]

AL/EL 312 Modern Poetry Fall
(See English Department listings for description.)

AL 320 The American Epic Spring
Because of the grand promise of the New World, many American writers have sought to demonstrate that heroism could still be possible in a commercial democracy, and that the epic could be adapted to the modern world. We shall consider the changing problems, literary and thematic, in realizing these two aims. Authors will include Homer, Milton, Cooper, Whitman, Melville, Norris and Williams. Mr. McWilliams

AC/AL330 Studies in American Civilization: American Culture in the 1960's Fall
(See American Civilization listings for description.)

[AL 340 Regionalism: Literature of New England]
Offered in 1987–88.

[AL/AC 420 American Culture: 1941–1961]
Offered in 1987–88.

AL 450 Seminar in Major Authors Fall
Intensive study of a single author or two closely related authors. Readings will include secondary sources. A lengthy term paper will be required.
Fall: William Faulkner Ms. Millier

[AL 455 Black American Literature]
Offered in 1987–88.

AL 500 Special Research Fall, Spring
Individual research upon a topic not covered in regular course offerings. (Permission of the instructor.) Staff

AL 700 Senior Research Fall, Spring
For seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year.

AL 704 Senior Seminar Fall
Group discussion of selected works related to the required reading list for majors. Regular oral presentations and written work required.
Mr. Donadio

N.B.: During winter term, all senior majors will take a review seminar culminating in an oral general examination to be held at the end of January.

AMERICAN CIVILIZATION

Majors in American Civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life.

This major offers the possibility of an interdisciplinary approach to the study of American Culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas and values.

Students are expected to achieve a certain range and depth in their studies by completing specific courses in the various participating departments (see Section I below). They are further expected to integrate and focus their studies: first, through advanced work in a single discipline (see Section II); and second, through the American Civilization Seminars and the Senior Thesis (see Section III).

Freshmen considering an American Civilization major should think seriously about the fact that an interdisciplinary major can be more, not less, demanding than one in a single discipline. A considerable amount of initiative and self-direction is expected of students in the Program, especially in the fulfillment of the senior thesis requirement.

Mr. Gilkeson is Acting Director of the major in American Civilization. Students seeking information or advice concerning American Civilization should consult Mr. Gilkeson or any of the following advisers: Mr. Albanese (Economics); Mr. Davis (Political Science); Mr. Ferm (Religion); Mr. Haerle (Sociology/Anthropology); Mr. Gilkeson or Mr. McWilliams (American Literature and Civilization); Mr. Wilson or Mr. Andres (Art); Mr. Jacobs (History); Ms. Cook (Music); Ms. Mayer (Geography). In the completion of their course work and research, majors in American Civilization are encouraged to seek advisers outside the faculty of the department itself.

Eighteen courses in three categories listed below are required for the major. Since the character of the program of study is interdivisional, students majoring in American Civilization are not required to take a college concentration.

AC 103 American Values Fall
(Freshman Writing Course)
Mr. Gilkeson

AC 220 Topics in American Civilization: American Culture, 1919–1929 Spring

An inquiry into cultural developments in the United States during the 1920's, the first so-called modern decade. Topics include business civilization, pecuniary culture, the rise of the mass media, automobile-age America, the small town, the professionalization of the home, the expatriation of the intellectuals, the revolution in morals and manners, the persistence of pietism, and ethnocultural conflict. Mr. Gilkeson

AC/AL 330 Studies in American Civilization: American Culture in the 1960's Fall

An exploration of cultural patterns emerging in a decade characterized by continuing turbulence and radical change in all areas of American life. The course will focus on significant developments in popular culture, the visual arts, literary form, and political expression. Among the topics to be considered are the presidential campaigns of 1960, 1964, and 1968, the U-2 incident, the Berlin crisis, the Cuban missile crisis, the Bay of Pigs episode, the space program, the Civil Rights movement, the Black Power movement, the Vietnam War protests, student uprisings, the Woodstock phenomenon, the ascendance of Pop Art and minimalism, and the assassinations of John F. Kennedy, Malcolm X, Martin Luther King, and Robert Kennedy. In addition to regular class meetings, this course requires attendance at weekly screenings of a wide variety of documentary and fiction films relating to the period. Independent research and several papers will be required. Readings will include works by Saul Bellow, Norman Mailer, Joseph Heller, James Baldwin, Malcolm X, John Updike, Thomas Pynchon, Walker Percy, Robert Lowell, Allen Ginsberg, John Ashbery, Tom Wolfe, and Joan Didion.
Mr. Donadio

[AL/AC 420 American Culture: 1941–1961]
Offered in 1987–88.

I. Courses required of all students (9)

1. **AL 103 Topics in American Literature and Civilization *or***
   AC 103 American Values
   AL 201 American Literature (1620–1830)
2. **AL 202 The American Renaissance (1830–1865)**
3. **HI 203 United States History (1492–1861)**
4. **HI 204 United States History (1861–1977)**
5. **RE 220 The Shaping of American Religious Life**
6. **AR 207 American Art *or***
   AR 211 American Design
7. **PS 102 American Political Regime *or***
   PS 104 American Political Processes
8. **PA 222 American Philosophy *or***
   MU 326 Music in America

9. *One of the following:*

[SA 330 Perspectives of American Society and Culture]
SA 343 American Community Studies
SA 370 Sociology of Inequality
[SA 390 Sociology of Women]

II. Four related American courses chosen from the following list. Students are required to take at least three of these courses in a single department. These courses, in conjunction with those taken under Part I, will provide students with considerable experience in a single traditional discipline.

AMERICAN CIVILIZATION

AC 103 American Values Fall
AC 220 Topics in American Civilization: American Culture 1919–1929 Spring
AC 330 Studies in American Civilization: American Culture in the 1960's Fall
[AL/AC 420 American Culture: 1941–1961]

AMERICAN LITERATURE

AL 103 Topics in American Literature Fall, Spring
AL 203 American Literature: 1865–1940 Spring
AL 301 The American Novel: Nineteenth Century Fall
AL 302 The American Novel: Twentieth Century Spring
[AL 306 American Poetry: 1620–1920]
AL 307 Topics in Twentieth Century American Poetry Spring
[AL/AC 420 American Culture: 1941–1961]
[AL 440 Regionalism: Literature of New England]
AL 450 Seminar in Major Authors Fall
[AL 455 Black American Literature]

ART

AR 207 American Painting: 1750–1900 Spring
[AR 211 American Design]
AR 308 Late Modern Art Fall
[AR 314 America: The Visual Environment]
AR 403 Seminar in Modern Architecture: The Campus Spring
AR 407 Seminar in American Art: Winslow Homer Fall

ECONOMICS

EC 150 Introductory Economics (Macro) Fall, Spring
EC 155 Introductory Economics (Micro) Fall, Spring
[EC 300 Current Problems in Economic Policy]
EC 310 Economics of Investing in Securities Fall
EC 365 Environmental Economics Fall
[EC 465 Public Policy Toward Business]
EC 475 Monetary Theory and Financial Institutions Spring
[EC 485 Labor Economics]

GEOGRAPHY

GG 211 Economic Geography Spring
GG 212 Urban Geography Fall
GG 230 Social Aspects of Environmental Conservation Spring

HISTORY

[HI 361 Colonial America]
[HI 362 The Era of the American Revolution]
HI 363 Jeffersonian and Jacksonian America: 1800–1848 Fall
[HI 364 Civil War and Reconstruction]
HI 365 Victorian America (Gilded Age) Spring
HI 366 American Frontiers Spring
HI 367 Twentieth Century America: 1920–1948 Fall
HI 368 Twentieth Century America: 1948-Present Spring
HI 371 Black History Fall
[HI 376 American Labor History]
[HI 378 Local History]
HI 405 Readings in American History: Great American Historians Fall
[HI 415 Topics in American History]
HI 422 Research and Writing in U.S. History Spring

MUSIC

MU 326 Music in America Spring

POLITICAL SCIENCE

PS 208 Congress Spring
PS 305 American Constitutional Law: The Federal System Fall
[PS 306 American Constitutional Law: The Bill of Rights]
PS 312 Politics of the Federal Bureaucracy Spring
[PS 314 Politics of American Federalism]

[PS 402 Seminar: Liberalism and Constitutionalism]
PS 410 Seminar: Political Parties and Interest Groups in America Fall
[PS 425 Seminar: The American Presidency]

RELIGION
RE 302 Modern Views of God and Religious Life: The Twentieth Century Fall
RE 306 The Puritan Tradition in America Spring
[RE 308 Seminar in American Religious History]

SOCIOLOGY/ANTHROPOLOGY
[SA 191 Introduction to Women in Social Thought]
[SA 315 Sociology of Education]
SA 316 Sociology of Youth Spring
[SA 330 Perspectives of American Society and Culture]
SA 343 American Community Studies Fall
SA 344 Urban Sociology Spring
[SA 345 Work, Leisure and Sport]
SA 370 Sociology of Inequality Fall
[SA 385 Medical Sociology]
SA 387 Sociology of Law Spring
SA 388 Deviance Fall
[SA 390 Sociology of Women]

THEATRE, DANCE AND FILM
[TH 216 American Drama]
TH 234 American Film Genres Spring

III. Advanced Studies: AC 400, AC 401, AC 704, and two semesters of AC 700 are required. (5 courses)

AC 400 Seminar in American Civilization (Junior Year) Fall

An introduction to the theories and methods of American Civilization and their application to a particular theme or aspect of American culture.
Mr. Gilkeson and Mr. McWilliams

AC 401 Research Seminar (Junior Year) Spring

An introduction to the definition and exploration of research topics in American Civilization. Discussions of readings covering a particular topic considered in AC 400 will lead to a research paper using both primary and secondary sources.
Staff

N.B.: AC 400 is of crucial importance in the American Civilization track. American Civilization majors who hope to take a semester abroad, or to transfer for a semester, should plan on doing so only during the spring semester of their junior year. The AC 401 requirement will be waived for students studying elsewhere.

AC 500 Independent Study Fall, Spring
Staff

AC 700 Senior Thesis Fall, Winter

For students who have completed AC 400 and AC 401 and who have thus qualified for the Senior Program. Under the guidance of one or more appropriate faculty members, each senior will do research leading toward a two-term, two-credit thesis of substantial length (80–100 pp.) on some related interdisciplinary aspects of American culture. The thesis is to be submitted no later than April 15.
Staff

AC 704 Seminar in American Civilization (Senior Year) Spring

Seniors will conduct a seminar discussion on subjects related to the ones they have addressed in their theses and as applied to readings assigned to the group.
Mr. Gilkeson

*Foundations Course

ART

Professors: Glenn Andres, David Bumbeck, John Hunisak *Assistant Professors:* James Butler (on leave winter and spring terms), David Napier, Eric Nelson, Kirsten Powell (on leave spring term), Richard Saunders (College Curator), Christopher Wilson *Visiting Assistant Professor:* Page Laughlin (winter and spring terms)

The Art Department is dedicated to the idea that the study of the visual arts (both in studio and in art history) can serve as a rewarding framework about which to build a liberal arts education.

Beginning work is required in both areas of the department: AR 101, Introduction to Art and Art History (*or* AR 102, Twentieth Century Painting and Sculpture), and AR 209, 210, Studio Art I and II. Satisfactory completion of these courses qualifies a student for the major, which may then be completed in any of three ways:

Art History Emphasis: Five additional courses of choice in art history; AR 400 (which must be taken previous to the commencement of the senior thesis and is recommended before any foreign study); and two terms of AR 710 (senior work), normally fall and winter, in order to write a senior thesis. *Recommendation:* Graduate schools of art

history require students to pass reading examinations in both French and German.

Studio Emphasis: Four additional studio courses and four additional courses in the history of art, plus senior work. Senior work may assume two forms. Either the student may elect three terms of AR 720 and carry out a sustained studio project or the student may elect at least two studio courses beyond the six required of the major. All senior studio majors are required to present an exhibition of their work during their senior year.

Architecture Emphasis: Four additional courses in the history of art and two additional studio courses, and two terms of AR 730 (senior work), normally fall and winter, in order to design an architectural project. *Recommendation:* Graduate schools of architecture expect candidates to have taken two semesters each of math and physics.

Honors: B+ or higher in senior work, plus cumulative departmental average (including senior work) of 6.3 or higher.

Categories of honors are based upon cumulative departmental averages as follows:

6.3 or higher	Honors
7.5 or higher	High Honors
8.1 or higher	Highest Honors

Teacher Training: Students interested in teacher training in art should consult with the chairmen of the Teacher Education Program and the Art Department.

International Major: AR 101 or 103, AR 400, at least one course relating to the art of the language country; two art history courses at a Middlebury School Abroad or an approved equivalent; senior thesis and an advanced course in the Language Department. Minimum of ten courses.

***AR 101 An Introduction to Art and Art History** Fall

This course serves as an introduction to the study of Western painting, sculpture and architecture. Beginning with issues of media and style, the investigation will then proceed to questions of symbolism and meaning. After having gained sufficient factual and conceptual sophistication, students will be asked to consider the problem of value judgments, how they have been made in the past and are made in the present. Two lectures and one discussion per week. Mr. Hunisak and Staff

AR 102 Modern Art Spring

An introductory survey of painting and sculpture from Impressionism to the present. In addition to study of the artistic development of major figures and movements, attention will be paid to artists' statements about their work. This course will follow the same format as AR 101 (two lectures and one discussion per week) and assumes no prior experience in art history. Staff

[AR 103 Introduction to Far Eastern Art]

AR 115 Introduction to Primitive Art: Africa, Oceania and The Americas Fall

The course introduces students to ethnoaesthetics and the traditional arts of smaller-scale nonliterate societies. Despite their dissimilarities in style, media and technique, the visual arts of Africa, Oceania and parts of the Americas share important concerns with mythology and ritual. From these developed the importance of masks and masking which will be a major focus. We will also deal comparatively with sculpture to commemorate the gods and ancestors, with architecture, textiles, pottery and the arts of the body. Finally, the role of the artist will be compared with that in Western society. Mr. Napier

AR 201 Art of the Italian Renaissance Fall

A selective survey of Italian Renaissance art and architecture, with an emphasis upon leading masters seen in their artistic, intellectual and religious context. Mr. Wilson

AR 207 American Painting: 1750–1900 Spring

A survey of American Painting focusing upon the major painters and themes of the 18th and 19th centuries. The course will examine the development of history, landscape and genre painting. In addition to these broader themes, we will focus upon some of the great post-Civil War painters including Winslow Homer, Thomas Eakins and Albert Pinkham Rider. Mr. Wilson

AR 209 Studio Art I Fall

A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students not only with the formal and technical aspects of drawing, but also with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected.

Mr. Bumbeck, Mr. Nelson, Mr. Butler

AR 210 Studio Art II Spring

A continuation of AR 209 which is split into two six-week segments. In the first segment we will introduce applied color theory through the medium of pastel and casein paint. In the second segment we will introduce 3-dimensional concepts with the mediums of clay, cardboard, plaster and mixed materials. It is recommended but not required that this course be taken after AR 209.

Mr. Bumbeck, Mr. Nelson

[AR 211 American Design]

[AR 216 Art of the Middle Ages: Medieval Art and Architecture]

[AR 217 Eighteenth Century European Art and Architecture]

[AR 218 History of Photography]

AR 301 Modern Architecture Spring

The Western tradition in architecture since the Industrial Revolution. A survey of the persons, monuments and developments that established the aesthetic, social and technological background for the contemporary architectural scene.

Mr. Andres

AR 302 Baroque Art: Painting, Sculpture and Architecture of Seventeenth Century Rome Fall

During the period to be considered, Rome was the undisputed capital of the art world. From the vast projects of Pope Sixtus V to the death of Bernini, we will investigate the richness, diversity and splendor of artistic creation under a Church Triumphant. Mr. Hunisak

[AR 303 Northern European Art: 1300–1600]

AR 304 Northern Baroque Art Spring

Against the historical and intellectual backdrop of seventeenth century Europe, we will examine the art of the major schools and masters (including Rembrandt, Rubens, Velasquez, and Van Dyck). Special attention will be focused upon the great masterpieces of the period, such as Rembrandt's "The Night Watch," Rubens' Antwerp Altarpiece, and Velasquez's "Ladies in Waiting."

Mr. Wilson

AR 305 Painting and Sculpture of Nineteenth Century Europe Spring

During the 19th century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780's until the Exposition Universelle of 1900, we will consider 19th century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate.

Mr. Hunisak

AR 307 The Art of the City Fall

A study of man's most complex and critical physical monument. The city (historical and "ideal") will be surveyed from antiquity to the present in an investigation of its changing purposes, elements and organization. Mr. Andres

AR 308 Late Modern Art Fall

An investigation of the leading figures and movements in painting and sculpture between 1945 and 1975. Special attention will be placed on the theoretical issues that have influenced such directions as Abstract Impressionism, Color Field Painting, Pop Art, Assemblage, Minimal Art, Super Realism, and Conceptual Art. Ms. Powell

AR 309 Painting Fall

Painting with the emphasis on structuring of pictorial space in representational and non-representational or abstract conceptions. Use of new and traditional media. Limited to 15 students. (AR 209, 210 or permission.) Mr. Butler

AR 310 Painting Spring

A continuation of AR 309. Ms. Laughlin

[AR 311 Ancient Art]

AR 312 Roman Art Fall

Roman civilization mirrored by eight centuries of art and architecture—on the surface eclectic and derivative, beneath manifesting the technical, organizational and propagandistic complexity and brilliance that was Rome. Mr. Andres

[AR 314 America: The Visual Environment]

AR 315 Printmaking Fall

Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery augmented by extensive slide lectures providing the student with a thorough background in recent developments in the intaglio media. Limited to 15 students. (AR 209 and AR 210.) Mr. Bumbeck

AR 316 Printmaking Spring

Continued instruction in the intaglio medium incorporating the collagraph method and the full range of color methods including ink viscosity, multiple plate and relief color printing. (AR 315.)

Mr. Bumbeck

[AR 317 Film and Modernism in the Arts]

AR 319 Sculpture Fall

An introduction to sculpture. Our goal will be to gain experience in intelligent expression or communication of ideas in three dimensional form. Instruction will be offered to introduce the student to the technical and conceptual developments within the discipline, both in its traditional and current practice. This instruction will include but not be limited to modeling, mold-making, casting, carving, and construction in wood and metal in figurative and non-figurative forms of expression. (AR 209, 210 or permission.) Mr. Nelson

AR 320 Sculpture Spring

A continuation of AR 319. Students will pursue expression in three-dimensional form with a greater

concentration in a specific area or exploration of new techniques and concepts. It is recommended, but not required, that this course be taken after AR 319. Mr. Nelson

AR 321 Indian and Indonesian Art Spring

This course traces the history of Indian and Indonesian art from the Indus Valley Period to the present day. Special attention will be given to the artistic, social and religious influences of Indian tradition on the Hindu and Buddhist art of Southeast Asia. Mr. Napier

AR 331 Special Topics in Studio: Representative Drawing Fall

A studio course involving contemporary approaches to figurative, representational drawing. Initial work drawing from the model will lead to project themes such as distortion, motion, transformation, the collage aesthetic, narrative imagery and expressionism. Throughout the course exploration of varied drawing media will augment the development of compositional invention. (AR 209 and AR 210.) Mr. Bumbeck

AR 332 Special Topics in Studio Spring
Staff

AR 400 The Art Work and the Word Spring

This seminar course is geared to the needs of art history majors and is required of them. Our focus will be the role of verbal commentary (artists' statements, critical and historical writings) in the interpretation of art works, as well as the procedures by which one locates such information and uses it in the construction of art historical arguments.

The problems encountered in art historical research and writing will be discussed at length, and—through a series of projects—students will have the opportunity to develop their expertise. In this manner, the course serves as preparation for independent senior work in art history, AR 710.

The department strongly recommends that this course be taken before any study abroad and welcomes sophomore students who have decided on the art history major, even though most students will elect to take it during spring of their junior year. Mr. Hunisak

AR 401 Seminar in Modern Art: The Life and Work of Picasso Fall

This seminar will focus on the rich and varied career of one of the most significant artists of our century by surveying his life, work and influence. Emphasis will be given to important masterpieces, including the "Demoiselles d'Avignon," the curtain for "Parade," "Three Musicians," and "Guernica." Recurrent themes that contribute to the artist's complex personal iconography will be stressed. Limited to 12 students. Those interested should consult with the instructor before registration. (AR 102 recommended.) Ms. Powell

AR 403 Seminar in Modern Architecture: The Campus Spring

An examination of the Middlebury campus as an embodiment of two centuries of American architecture and planning. Lectures, readings, and discussions will deal with the national and local architectural styles and with the evolution of the American collegiate campus. Student research will be directed toward developing a history of the Middlebury campus and its buildings with relation to these broader themes. Limited to 12 students. Those interested should consult with the instructor before registration. (AR 211, AR 301, or AR 307.) Mr. Andres

[AR 405 Seminar in Baroque Art]

[AR 406 Seminar in Renaissance Art]

AR 407 Seminar in American Art: Winslow Homer Fall

An examination of the life and work of the American painter Winslow Homer. Although generally regarded as a popular painter of American life, Winslow Homer through his paintings often provides a penetrating and sometimes disturbing view of post-Civil War America; images of childhood in the Gilded Age; the hunter and the hunted; and man and his relationship to the sea. (Some work in American art and/or culture recommended but not required.) Limited to 12 students. Mr. Wilson

[AR 408 Seminar in Primitive Art: The Art of Oceania]

[AR 410 Seminar in Iconography]

Guidelines for independent work in Art History and Studio Art

1. Under no circumstances will anyone be allowed to register for AR 710, AR 720 or AR 730 unless his or her adviser's signature is on the official registration card. Advisers will sign cards only after a discussion concerning planned senior work. No change of advisers, topics or projects will be allowed subsequently without signed approval of a student's adviser(s) and the department chairman.

   Senior work (either an art history thesis or a sustained studio project in one medium—painting, sculpture, drawing or printmaking) can only be done in an area in which a student has already taken course work on the college level.

2. Independent projects (AR 510 or 520) can be undertaken only in areas in which students have done previous work on the college level and have demonstrated that mastery of the scholarly material or ar-

tistic medium is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry which is not covered in the normal curriculum might undertake an AR 510 project in preparation for senior work. A student who has completed AR 209–210 and has sufficient technical skills might choose to embark on an independent project in photography under the designation AR 520.

Administration of approvals for independent work on the 500 level

Each student must find an adviser to sponsor his or her project and submit a written proposal for consideration and approval by the entire art faculty. In the case of studio proposals students must indicate their previous experience in the study of studio art, the precise nature of the project and the work which will result from the semester's endeavor. For art history proposals, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study and the kind of written work that will result.

All students enrolled in AR 520 or AR 720 must keep Tuesday evenings free for bi-monthly critical sessions with the studio art faculty. These sessions are required, and no exceptions or exemptions can be made.

AR 510 Advanced Studies in Art History
Supervised independent work in art history. Staff

AR 520 Advanced Studies in Studio
Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. Staff

AR 710 Senior Independent Study in Art History
Research and presentation of a two-term thesis in a subject area of choice, but in which the student has a demonstrated competence. (AR 400.) Staff

AR 720 Senior Independent Study in Studio
Three terms of supervised independent work. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. Staff

AR 730 Senior Independent Study in Architectural Design
Preparation and presentation of a two-term design thesis. Staff

*Foundations Course

BIOLOGY

Professors: George Saul, Christopher Watters (on leave) *Associate Professors:* C. Randall Landgren (chairman), Tom Root, *Assistant Professor:* Stephen C. Trombulak *Instructor:* Pamela Small *Visiting Assistant Professors:* Robert Cluss, Sallie Sheldon *Assistant:* H. Peter Wimmer

The breadth of faculty interests in the Department of Biology is unique among comparable institutions. Our curriculum is built around three major areas of biology: cellular and molecular biology, organismic biology, and field and population biology. The major requires an introduction to each area, while in the upper level classes we offer a variety of courses in each area. Students majoring in biology plan their programs in close consultation with department advisers. This provides students the maximum flexibility in preparing for graduate studies, medical school, teaching, or other careers.

The department is well-equipped to offer laboratory and field courses across the curriculum. Our courses introduce students to modern theory and techniques. We take pride in our innovative approaches in the laboratory and in the availability of the faculty to students. In the laboratory and the field, students work in small groups directly with the faculty. Seniors frequently do independent research with the faculty, sometimes producing professional publications. Departmental Honors are given to students who meet the general college requirements and who complete an outstanding independent project of at least two-terms duration (see below).

The location of the College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies. The College's access to the High Pond Nature Reserve, encompassing a complete watershed, provides many unique opportunities for research. The department also participates actively in interdisciplinary majors in environmental studies and northern studies.

The courses below preceded by a "+" are available with or without the laboratory to concentrators and students seeking elective or foundations credit. Majors and joint majors must take these courses with the laboratory.

The major includes BI 125, BI 190 (not required of students entering the College prior to the fall of 1985), BI 250, 7 elective courses within the department, and 4 cognate courses from chemistry (excluding CH 110), physics (excluding PH 101, 145, and 155), mathematics, or PY 301. At least 5 electives must be chosen from the BI 201 to BI 490 (BI 190 to 490 for students entering before the fall of 1985) sequence; the remaining 2 may include independent study (BI 500 or BI 600), BI 555 credit and a unit from the winter term offerings designated for major credit.

Joint majors with chemistry and with psychology are available for students wishing to study aspects in two fields without taking all the prescribed courses of a major in either. Joint major programs with other departments can be arranged to suit the needs of a student.

For good and sufficient reason, a student may take courses at another institution toward fulfillment of the major requirements. A maximum of three biology courses taken off-campus may be credited toward the completion of the major (two toward the completion of a joint major). For students matriculating as first term freshmen, transfer courses must be beyond the introductory level and may not include equivalents of BI 125, BI 190, or BI 250. When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites. Each transfer course must be approved by the department chairman prior to the enrollment of the student in the course.

Students planning careers that require graduate or professional training (including medical schools, veterinary schools, and dental schools) should be familiar with the subject matter in CH 103, CH 104, CH 241, MA 112, and PH 109. Some graduate schools and most medical school programs require additional courses in chemistry, math and physics (See Pre-Medical Program).

The department admits a limited number of graduate students as candidates for the degree of Master of Science in Biology. Degree requirements include at least one year in residence at the College, nine courses (at least six from the department, three of which must be research credits), a minimum grade of B− in each course, participation in laboratory instruction and preparation, attendance at departmental seminars, and a thesis with public presentation and defense before a committee. All work toward the degree must be completed within five years. Please send for a detailed description of the program.

Required for the major: BI 125, 190, 250, 7 electives in biology (5 from BI 201 to 499), and 4 cognates. Required for joint biology/chemistry major—see description under Department of Chemistry. Required for joint biology/psychology major—see description under Department of Psychology.

Honors program: Students with an average of 6 or better in department courses other than BI 500 and BI 600 may apply for departmental honors before beginning independent study (BI 500). Honors will be given for an independent project of superior quality (at least a B+) of at least two terms duration. The honors project must result in the preparation of a thesis, a public presentation of the research, and an oral defense of the thesis before a committee of at least three faculty members.

Proficiency Examination: AP credit (equivalent to having passed BI 125, but not satisfying the foundations requirement) is granted for a 5 on the College Board Advanced Placement Examination in Biology. It is also possible to be exempted from BI 125 (without college credit) by the departmental proficiency examination. This examination is offered during the freshman weeks in September and February. Exemption by the departmental examination does not reduce the total *number* of required courses for the major, joint major, or concentrator.

Premedical, Predental, Preveterinary Requirements: See page 99.

BI 102 Science In Science Fiction Fall

This course will explore the many themes of science prominent in science fiction literature. Our readings will be from many periods of science fiction, and will include Shelley, Wells, Huxley, and several contemporary authors. Emphasis will be on interpreting the science used in science fiction from descriptive, prophetic, and conjectural perspectives. Writing assignments will stress dialogue, narration, creativity, plot construction and revision. 3 hrs. disc.

Mr. Trombulak

BI 111 Writing on Nature Spring

This course will search for a common thread in Pliny, Mendel, Darwin, Craven, Dillard, Hoagland, Muir, McPhee, and Curtis. The application of a

structured, expository approach to writing about nature will be examined. Readings will be drawn from a variety of sources ranging from novels to textbook prose. Assignments will stress organization, imagery, and communication. The class meetings will place an emphasis on analysis and revision. 3 hrs. disc. Mr. Landgren

BI 125 Introduction to Biology Fall

A discussion of fundamental principles leading to an understanding of the biology of organisms. Topics to be discussed include relations of organisms to their environments, levels of organization from molecules to populations, cellular and species continuity, reproduction, and genetics. Laboratories will supplement and complement lectures. Students with advanced high school preparation in biology may find it advantageous to bypass this course and elect others in biology for which this course is a prerequisite. Those wishing to follow this option should take the biology AP examination or the departmental proficiency examination which is given during the fall and winter freshman orientation program. 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Mr. Landgren

***BI 130 Man and Disease** Fall

Despite the emergence of highly sophistocated medical knowledge and a trend towards greater longevity, immortality has so far evaded man. The rise and fall of human populations has been intricately associated with the evolution of new pathologies. For example, although small pox is now a disease of the past and syphillus is much reduced in virulence, AIDS and Legionaire's disease have emerged as new health concerns. This course will explore the dynamic relationship between man and his diseases from a biological, epidemiological and historical perspective. Ms. Small

BI 190 General Ecology Spring

Why are big fierce animals so rare? If you are a plant, is it better to be an annual or flower year after year? What is the nature of the interaction between a gray whale and the barnacles that attach to it? Can biological control of pest species be successful? This course for non-majors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors, reproductive strategies. Exploration of the diversity of interactions between species and their role in the organization of communities. Discussion of the impact of humans on environments. Most laboratories will be conducted outside and focus on examining local organisms and habitats. 3 hrs. lect., 3 hrs. lab.Ms. Sheldon

[†BI 201 Invertebrate Biology]
Offered in fall term 1987.

BI 202 Vertebrate Life Spring

We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution, and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators, and moving throught the environment. Laboratory exercises will provide in depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BI 125 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Trombulak

†BI 203 Botany Spring

An introduction to the structure, function, development, identification and ecology of selected algae, mosses, ferns and other vascular plants. The emphasis of the course will be on the vascular plants. Their structure and function, and to a lesser extent their interactions with the environment and other organisms, will be stressed. The laboratory will be descriptive and experimental. It will include field work on and off campus. A detailed notebook of all laboratory work will be included. (BI 125, AP credit in biology, or exemption from BI 125 by departmental examination.) 3 hrs. lect., 4 hrs. lab. Mr. Landgren

†BI 205 Developmental Biology Spring

An introduction primarily to animal embryology, focusing on such phenomena as fertilization, cleavage, gastrulation, morphogenesis, and cellular differentiation. Emphasis will be placed on understanding how these phenomena occur and what purposes they serve in development. Special topics covered include: the development of mammals and vascular plants and such non-embryological phenomena as metamorphosis, regeneration, carcinogenesis and aging. Laboratory work will be devoted to the microscopical anatomy of selected vertebrate embryoes and to experimental studies of several developmental problems. (BI 125 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Watters

BI 216 Animal Behavior Fall

The fascinating behavior of animals follows biological principles similar to those of morphology and physiology. Behaviors can be genetically determined, yet influenced by environment. Evolution has selected for some behaviors at the expense of others. Following an introduction to history and methods, we will examine these principles of behavioral study, relying heavily upon examples from live animals and from field and laboratory studies. We will study individual and social behaviors such as feeding, courtship, mating, parental care, defense and migration. We will examine processes of behavior such as instinct, learning, displacement, imprinting and communication. Recent controversies about behaviorism, intelligence and sociobiology will serve as major discussion topics. Students will present the results of a project of their own design. 2 hrs. lect., 1 hr. disc., 3 hrs. lab. (BI 125.)
Mr. Root

BI 225 Human Genetics Fall

Methods of analyzing family histories; patterns

of inheritance in pedigrees; cellular and physiological bases of gene activity; use of twins in genetic analysis; effects of changes in chromosomal structure and number; analysis of genetic structure of populations. Laboratory/discussion sessions will address lectures and reading, assigned problems and some modeling. (BI 125.) 3 hrs. lect., 2 hr. lab./disc.
Mr. Saul

†BI 230 Microbiology Spring

An introduction to the microbial world with an emphasis on the structure and function of prokaryotes. General topics to be discussed include bacterial taxonomy, metabolism, genetics and ecology. Additional areas include the physiology of specialized groups of organisms and their roles in nutrient cycling, microbial behavior and development, and the structure and replication of viruses. The laboratory will stress basic microbiological techniques as applied to the enrichment, isolation, physiology and genetics of bacteria and the manipulation of viruses. (BI 125.) 3 hrs. lect., 3 hrs. lab.
Ms. Small

†BI 250 Organelles and Cells: An Introduction to Concepts and Methodology Spring

The biology of cells and their internal compartments or organelles, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics to be discussed include: the membrane basis of compartmentation and transport; nucleic acids and their roles in replication and protein synthesis; an introduction to enzyme kinetics and intermediary metabolism; the structure, function and differentiation of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of biological data. (BI 125 or equivalent preparation; CH 103 as corequisite.) 3 hrs. lect., 3 hrs. lab.
Mr. Saul, Mr. Watters

[BI 302 Vertebrate Field Biology]
Offered in fall term 1987.

[BI 303 Plant Physiology]
Offered in winter term 1988.

BI 314 Molecular Genetics Spring

Topics for lectures and reading include the structure and function of the genetic material of prokaryotes, viruses, and eukaryotes; regulation of gene activity; and molecular models of recombination. Attention will be given to special topics of current interest, such as oncogenic viruses, cloning and fine-structure analysis of genes. (BI 250.) 3 hrs. lect.
Mr. Saul

BI 325 Applied Genetics Spring

Experiments designed to introduce some organisms and techniques used in the study of both prokaryotic and eukaryotic genetics. Experiments will include crosses with animals and fungi. The principles of gene cloning will be studied in detail and a series of experiments directed at cloning genes in *Escherichia coli* will be performed. Techniques which will be studied include isolation of chromosomal and plasmid DNA, ultraviolet spectroscopy, DNA fragmentation by restriction endonucleases, ligation of restricted DNA, agarose gel electrophoresis, transformation of *E. coli,* and genetic screening of recombinant bacterial strains. Training in analyzing data and reporting experimental work will be provided. (Not open to students who have taken BI 225 *and* BI 314 prior to the spring of 1985 or to students who took BI 314 in the spring of 1985.) (BI 225 or BI 314, which may be taken as a corequisite.) 4 hrs. disc/lab.
Mr. Saul and Ms. Small

BI 330 Pathogenic Microbiology Fall

An investigation into the biology and biochemistry of pathogenic microorganisms. Pathogens have evolved complex strategies for ensuring their survival within a host. These include colonization, cell invasion, toxin production and a variety of immunological disguises. Emphasis will be placed on understanding the molecular basis for these strategies. Viral, bacterial, fungal and protozoan pathogens will be the protagonists in this course although a summary of host defense mechanisms will be presented as well. (BI 230 or BI 250.) 3 hrs. lect./disc.
Ms. Small

BI 360 Applied Cell Biology Fall

The application of advanced laboratory techniques to the study of animal cells and their organelles. The course will focus on the isolation and characterization of cellular fractions, including studies of endocytosis, assays of "marker" enzymes, and *in vitro* protein synthesis. Discussions and papers will emphasize the design of experiments and critical interpretation of data. Among other techniques, students will be introduced to transmission electron microscopy, the safe usage of radioisotopes, liquid scintillation spectrometry, gel electrophoresis and chromatographic methods. (BI 250 and CH 241, or CH 421, or CH 422 or permission.) 4 hrs. disc. and lab.
Mr. Watters

BI 370 Animal Physiology Spring

An examination of animal function from an environmental and comparative perspective. An animal's body consists of several organ systems, each of which is governed by natural laws, but which must respond to a phenomenal range of environmental influences, and which must also act in concert with every other organ system in the body. By using examples from throughout the animal kingdom, we will develop an appreciation for how animals function normally, and during such stresses as exercise and disease. Special attention will be paid to adaptations to extreme environments such as the desert, high altitudes, deep sea and polar regions. (BI 250.) 3 hrs. lect./disc.
Mr. Root

BI 375 Radiation Biology Winter

This course considers some biological effects of high-energy radiation. Lecture topics include phys-

ical characteristics of the radiation and its sources; basic modes of action; effects on chromosome structure, the production of mutations, and other effects on cells; effects on tissues and organs, including morphology and embryology; and effects at the level of the whole organism, including types of damage, recovery, aging, and carcenogenesis. Labs on effects of gamma radiation on plants and induction of mutations in insects. (BI250.)
Mr. Saul

BI 380 Techniques in Animal Physiology Spring

Using a wide variety of methodologies and instruments, this course develops a coherent approach to doing modern physiology, by emphasizing how to ask questions and how to solve problems. The theory and operation of respirometers, osmometers, physiological amplifiers, EKG, and EEG, and other instruments will be presented. Students will also design and execute a short-term and a long-term experiment. Independent findings will be presented in formal written reports and in oral presentations to the class. Respiration, heart function, circulation, excretion, digestion, sensory, muscle, and brain function will be measured. In addition to standard laboratory and clinical procedures, special emphasis will be placed on learning the skills of small animal surgery, computerized data acquisition, experimental design, data analysis, computer modeling, and scientific writing and speaking. (BI 250.) 1 hr. disc., 3 hrs. lab. Mr. Root

BI 390 Advanced Ecology Fall

This course builds on the ideas presented in BI 190 and deals in greater depth with population ecology, demography, life history strategies, species interactions, community structure and dynamics. For each of these topics we will examine its theoretical basis and examine results from field and lab experiments. (MA 112, BI 190.) 3 hrs. lec., 1 hr. disc. Ms. Sheldon

BI 391 Methods in Ecology Fall

This course will focus on methods used in the three avenues of ecological research: laboratory experiments, field studies and computer modeling and simulation. The theoretical framework for this course will be presented in BI 390. Experiments in the lab will include a semester-long demographic study and experiments on species interactions. Field work will emphasize sampling in aquatic and terrestrial systems and use the High Pond field station. Many field labs will extend into the weekend. We will also use the college VAX to model species interactions and community dynamics. With the data we collect in the lab and field we will do data analysis, interpretation and presentation. (BI 190, 390 or concurrent.) 5 hrs. workshop/disc. and 6 field trips. Ms. Sheldon

BI 402 Vertebrate Reproduction Spring

The evolution of reproductive patterns in vertebrates will be discussed from physiological, behavioral, and ecological perspectives. Emphasis will be on using the diversity of reproductive patterns exhibited by vertebrates to understand how environment and phylogeny influence reproductive strategies. Several topics will be considered, including rates and methods of development, extent of parental care, allocation of reproductive effort, and the evolution of life-history traits. We will also discuss current hypotheses on the evolution of human reproductive strategies. Students will be required to make occasional oral presentations to the class and write one critical paper. (BI 202 or BI 320 or permission.) 3 hrs. lect. and disc.
Mr. Trombulak

BI 403 Photosynthesis Fall

This seminar will deal with current and historical primary sources dealing with all aspects of photosynthesis. Topics to be covered will include field measurement of photosynthesis, ecological adaptations in the photosynthetic metabolism, the evolution and characteristics of plastids, and the molecular biology of photosynthesis. Student evaluations and reviews will form the foundation of the discussions. (BI 190 and BI 250.) 3 hrs. disc.
Mr. Landgren

BI 404 Physiological Ecology of Animals Fall

This seminar will focus on the interface of physiology and ecology of vertebrates and invertebrates through lectures and discussion of primary literature. Topics will include bioenergetics, thermoregulation, biological rhythms, water balance, endocrinological control of social behavior, and the physiology of defense. Emphasis will be on examining how physiological processes affect the behavior of individuals and the ecological patterns of populations and communities. Students will be required to make occasional oral presentations to the class and write one critical paper. Will alternate with BI 402. (BI 190, BI 370, or permission.) 3 hrs. lect./disc. Mr. Trombulak

BI 411 Ecology Seminar Spring

This seminar will focus on the ecology of populations. Topics will include life history strategies, single species growth, the regulation of population numbers, and interactions between populations, eg. competition, predation, herbivory, mutualism and coevolution. For each topic we will examine its theoretical framework and then examine the results of experimental tests of the models from current lab and field studies. (BI 190.) 3 hrs. disc.
Ms. Sheldon

BI 425 Advanced Genetics Fall

An examination of selected topics of current interest, including readings from journals and symposia. Past topics have included the molecular genetics of early development, extranuclear inheritance, immunogenetics and regulation of gene activity. Each student will give an oral presenta-

tion to the class and write one critical paper. (BI 314, or BI 225 and BI 250.) Mr. Saul

BI 440 Membrane Biology Fall

A critical examination of the roles of cellular membranes in metabolism, recognition and signaling, synthesis and degradation, and transport. These phenomena will be approached through the study of current research as the infection and replication of animal viruses, the maintenance of non-equilibrium concentrations of inorganic ions, and the synthesis of ATP during oxidative and photosynthetic phosphorylation. Students will prepare brief oral presentations of primary literature and write one critical review of a journal article. (BI 250 and CH 241, or CH 421 or CH 422.) 3 hrs. lect. and disc. Mr. Watters

BI 470 Topics in Physiology: Simple Nervous Systems and the Control of Behavior Fall

One approach to studying the incredible complexity of the nervous system is to first examine the operation of simpler nervous systems, and then apply the principles derived from those studies to humans. Amazing progress has been made recently by studying snails, insects, fishes and primates. Biologists have been able to deduce the network of nerve cells controlling a behavior, in essence discovering the specific neural circuit producing a behavior. We will study the most recent research literature of neurobiology, and develop a critical approach to examining such work. Students will be responsible for library research, preparing and presenting at least one major topic, and discussing research, reports for every class meeting. 3 hrs. lect./dis. (BI 125 and BI 250. Not open to those who had BI 470 in Fall 1985.) Mr. Root

BI 500 Advanced Study
Fall, Winter, Spring

A project involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors. (Permission.) Staff

BI 900 Research and Thesis
Fall, Winter, Spring

Required for all candidates for the Master's degree.

† Available with or without lab to non-majors

See also Program in Environmental Studies.

See also Northern Studies.

* Foundations Course

CHEMISTRY

Professors: Robert Gleason (chairman), E.L. Pool *Assistant Professors:* Maggie O'Brien, David Reingold, Steven Sontum (chairman, 1986–87)

The basic program required of all chemistry majors provides a firm foundation in the fundamental principles of the discipline. Each student builds on this foundation by electing those advanced courses that best meet individual special interests and career objectives which might include secondary-school teaching, a position in industry, or study for an advanced degree in graduate or professional school. Although non-majors may take any laboratory course without the laboratory, courses constituting a part of a major in chemistry must be taken with laboratory. The Department of Chemistry is accredited by the American Chemical Society and students taking the appropriate electives may be certified by the Society.

Required for a Major: CH 103, CH 104, CH 241, CH 242, CH 351, CH 352 plus five electives; one must be either CH 412 or CH 431 and one must be either CH 421 or CH 422; MA 112, MA 113, PH 109 and PH 110. Although a student may elect to take several units of independent study (CH 500 or CH 700) only two may be included in the five elective courses required for the major. Students with a professional interest in chemistry are encouraged to elect CH 341, CH 412, CH 431, CH 452, and two course credits of independent study; MA 201, MA 202 and GN 101 and GN 102 or RU 101 and RU 102.

Joint Major in Biology and Chemistry: Required for a major: Biology: BI 125, BI 250, and three electives in biology; Chemistry: CH 103, CH 104, CH 241, CH 242, CH 352, and CH 421 or CH 422; In addition: MA 112, MA 113, PH 109, PH 110 and three electives from biology, chemistry mathematics or physics.

Premedical, predental, preveterinary requirements: See p. 99 for specific requirements.

Honors in Chemistry: To be eligible for graduation honors in chemistry a student must have a 6.0 average (on a 10 to 0 scale, A+ through F as defined in the Handbook) in all courses in the department, excluding independent study courses (CH 500, 555, 600, and 700). In addition, the student must take at least two units of CH 700 and present and defend a thesis before a committee of at least three faculty members. The thesis committee will deliberate and determine a grade range for the CH 700 courses within which the thesis adviser will assign a grade. The degree of honors will be determined upon consideration of the student's average in all his/her chemistry courses (including independent study courses) and his/her grade in CH 700 as follows:

CH 700 Grade	*Course Average*	*Degree of Honors*
B or B+	6.5–10	Honors
A– to A+	6.5–7.5	Honors
	7.0–8.5	High Honors
	8.0–10	Highest Honors

A charge is made for breakage in each laboratory course. A bill for breakage is mailed at the end of each semester.

CH 103 is the normal introductory course in chemistry. However, many students qualify to omit it by virtue of a satisfactory performance on the Advanced Placement Examination of the Educational Testing Service or the department's examination which is administered at the beginning of each term. High school students with good backgrounds in chemistry are urged to take the Advanced Placement Examination. Students who exempt CH 103 (with or without academic credit) are not obliged to substitute a chemistry elective for that course in order to complete the requirements for either the chemistry of the joint biology-chemistry major.

***CH 103 Fundamentals of Chemistry I** Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics and kinetics. States of matter; solutions and colligative properties. Problem drill and conferences. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chairman for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee.

Mr. Sontum

***CH 105 Same as CH 103 but without the laboratory.**

CH 104 Fundamentals of Chemistry II Fall, Spring

Major topics include: descriptive inorganic chemistry; mass action equilibrium phenomena and calculations; electrochemistry; coordination chemistry; nuclear chemistry. Lab work includes inorganic synthesis; qualitative analysis; gravimetric and titrimetric quantitative analysis. (CH 103 or permission.) 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee.

Staff, Mr. Pool

CH 106 Same as CH 104 but without the laboratory.

***CH 170 Chemistry for Citizens** Fall

Designed for the non-science major. This course will explore several examples of major chemical advances and applications in their historical contexts, and their subsequent impacts on scientific and technological issues now confronting us. Special topics will be chosen as models of chemical applications that significantly affect our lives, such as the development of the pain-killer drug industry, the plastics revolution, and the development of instrumentation and techniques sensitive enough to determine even minute quantities of drugs in blood and urine. 2 hr. lect., 1 hr. disc., 1 Freshman Writing section.

Ms. O'Brien

CH 241, CH 242 Organic Chemistry I and II Fall, Spring

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving synthesis of organic compounds, analysis of various classes of compounds, and identification of unknowns complement the lecture material. (CH 104 or permission; CH 241 must precede CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee.

Mr. Gleason, Staff

CH 247, CH 248 Same as CH 241, CH 242 but without the laboratory.

CH 341 Organic Chemistry III Fall

An in-depth laboratory experience beginning with the identification of organic compounds, both pure and as mixtures, with heavy reliance on modern instrumentation such as infrared, nuclear magnetic resonance and mass spectroscopy. Lectures will discuss spectroscopy and introduce techniques and instrumentation not covered in CH 241–42. The course will culminate in a research project which will bring together everything the student has learned about operating in an organic laboratory. (CH 242.) 6 hrs. lab., 1 hr. disc. Breakage fee.

Mr. Reingold

CH 351 Physical Chemistry I Fall

A study of gases, liquids and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple system. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 104, PH 110 or permission.) 3 hrs. lect., 4 hrs. lab.

Mr. Sontum

CH 352 Physical Chemistry II Spring

A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems and to chemical equilibrium. Non-ideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. Electrochemistry. (CH 104, PH 109 or permission.) 3 hrs. lect., 4 hrs. lab.

Mr. Sontum

CH 357 Same as CH 351 but without the laboratory.

CH 358 Same as CH 352 but without the laboratory.

CH 412 Advanced Analytical Chemistry Fall

Evaluation of data; principles and theory of separations, both qualitative and quantitative, by chemical and physical methods; multiple equilibrium calculations. Instrumental methods of analysis: spectrophotometric, electrometric and others. (PH 109, CH 351.) 3 hrs. lect., 3 hrs. lab. Breakage fee. Mr. Pool

CH 421 Biochemistry Fall

An in-depth study of the structure and function of macro-molecules. The physical and chemical properties of proteins, enzymes, and nucleic acids are studied. Topics include: techniques of isolating and determining the physical properties of proteins, the biological function of enzymes and enzyme kinetics, and a physical description of the function and behavior of nucleic acids. (CH 242, CH 351, or permission; BI 125 is recommended.) 3 hrs. lect. 4 hrs. lab. Breakage fee. Staff

CH 422 Biochemistry Spring

A study of intermediary metabolism and energetics of biological systems. Anabolic and catabolic pathways of carbohydrate, amino acid, lipid, and nucleic acid metabolism and models for oxidative phosphorylation are studied. Molecular control, cellular localization, energetics, and mechanism are emphasized. (CH 242 (248), CH 351 or permission; BI 125 is recommended.) 3 hrs. lect. 4 hrs. lab. Breakage fee. Ms. O'Brien

CH 427/CH 428 Same as CH 421/CH 422 but without the laboratory.

CH 431 Advanced Inorganic Chemistry Spring

Atomic structure. Bonding theories of inorganic chemistry, including valence bond and molecular orbital approaches; ligand field and crystal field theories for coordination complexes. Symmetry and group-theory. Reaction mechanisms for inorganic complexes. Organometallic chemistry and bioinorganic chemistry. (CH 351.) 3 hrs. lect. 4 hrs. lab. Staff

CH 442 Advanced Organic Chemistry Spring

An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include thermodynamics, conformational analysis, kinetics, orbital symmetry, bonding theory, reaction mechanisms and selected rearrangement reactions. Mr. Reingold

CH 452 Physical Chemistry III Spring

An in-depth development of quantum mechanics and statistical mechanics as applied to chemical systems. Emphasis will be on explaining the nature of chemical principles from fundamental molecular theories. Spectroscopy will be examined in detail. Special topics also may be included, as interest warrants. (CH 352.) 3 hrs. lect. Mr. Sontum

CH 500 Independent Study Project Fall, Spring

Individual study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Work Fall, Winter, Spring

Senior majors may register for two or three course equivalents. The student plans and carries out a laboratory research project generally related to current faculty research interests. This work is normally culminated by the writing of a senior thesis. Ms. O'Brien

CH 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

See also Division of Natural Sciences.

See also Program in Environmental Studies.

*Foundations Course

CHINESE

Professor: John Berninghausen (chairman) *Lecturer:* Gregory Chiang *Instructor:* Catherine Campbell

The Chinese department offers a structured sequence of instruction in fundamental language skills leading to competency in spoken and written modern Chinese (Mandarin). Considerable attention is given to familiarizing the student with the rich cultural heritage of China's very long history which is implicitly and explicitly transmitted and embodied by the native language of one billion people.

Besides those courses which train the student in speaking, aural comprehension, reading and writing, a few other courses designed to introduce Chinese literature through English translations are available to any interested student (e.g., CS 216, CS 220, CS 225).

Required for a Major: Satisfactory completion of CS 101, CS 102/WT, CS 102 and one course from among the following four—CS 133, CS 216, CS 220, CS 225—qualifies

a student for admission to the major in Chinese. Formal admission to the major program may be requested in consultation with the department chairman.

Courses required for this major include (in addition to Beginning Chinese or its equivalent) CS 201, CS 202, CS 260, CS 301, CS 302 (or equivalent), CS 402 and at least two of the following courses—CS 133, CS 216, CS 220, CS 225. (Credit equivalent to CS 302 and/or CS 400 may be earned in approved study at language training programs located in Mandarin-speaking societies.) CS 475 (senior seminar) and CS 700 (senior thesis) are required during the senior year.

Depending upon the individual goals of each majoring student, supporting courses in the study of other literatures, linguistics, social sciences, etc. will be encouraged by the student's adviser. (The major in Chinese is not intended for native speakers of any Chinese dialect.)

Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.3) or higher in all courses taken within the Chinese department (including any courses taken in the Chinese School's summer intensive program) as well as completion of a senior thesis or combination senior thesis/translation graded B+ or better. High Honors will be granted for an overall average in departmental courses of 3.5 or higher and a senior thesis graded A− or A. Highest Honors are reserved for students who earn a grade of A on the senior thesis and who are carrying an overall average of 3.75 or higher in their departmental coursework. The senior thesis will be due at noon on the final day of classes during the winter term. A thesis turned in on the first day of spring semester will be accepted but will not qualify the student for departmental honors.

Generally speaking, those students who elect a major in Chinese have a strong orientation towards the study of Chinese literature as well as language. Students wishing to pursue the study of China or Chinese language in the context of some other discipline are encouraged to consider a major in East Asian Studies or a major in one of the disciplinary departments with a concentration in Chinese studies. It is also possible to do a joint major in Chinese and a social science, natural science or humanities division discipline.

Joint Major in Chinese: Courses required for a joint major in Chinese are CS 101, CS 102/WT, CS 102, CS 201, CS 202, CS 301, CS 302 (or equivalent), two of the following—CS 133, CS 216, CS 220, CS 225—and either CS 402 or CS 475 in the senior year.

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *guoyu or putonghua.)* The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught including both the traditional characters and the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have active command of more than 750 Chinese characters and more than 1000 compounds by the end of CS 102. Additional drill hours to be arranged. Mr. Berninghausen

CS 102/WT Beginning Chinese Winter

(CS 101.) Staff

CS 102 Beginning Chinese Spring

A continuation of the fall and winter terms with accelerated introduction of vocabulary grammar, sentence patterns designed to facilitate speaking and reading. (CS 102/WT.)

Mr. Berninghausen and Staff

***CS 133 Masterworks of Chinese Literature and Civilization** Spring

An introduction through English translation of selected literary, historical and philosophical texts which formed the underpinnings of traditional Chinese culture. Included in this course will be readings drawn from the *Book of Odes* (10th to 6th century B.C.), the *I Ching,* the Confucian classics, Taoist literature, Sima Qian's *Records of the Grand Historian,* Chinese mythology, *The Romance of the Three Kingdoms* and Tang Dynasty "chuan qi" (Tales of the Mysterious). No previous exposure to East Asian culture nor any knowledge of Chinese language needed. Ms. Campbell

CS 201 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in CS 101 and 102 is assumed. Grammatical explanation, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany assignments. By the completion of CS 202 students should be able to read and write approximately 1400 characters. Additional drill hours to be arranged.(CS 102.) Ms. Campbell

CS 202 Intermediate Chinese Spring
A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201.)
Ms. Campbell

[CS 216 Traditional Chinese Fiction in Translation]

CS 220 Modern Chinese Fiction in Translation Fall
A selection of 20th Century novels and short stories from China, Japan and India. Chosen from works of literary merit and historic significance, the readings will include works by Lu Xun, Mao Dun, Lao She and Hwang Chunming. The course format will center upon discussion of each assigned work with prefatory remarks by the instructor. Several written analyses of the literary dimension will be required of the students. (This course is designed for sophomores and freshmen, limited enrollment.) Ms. Campbell

[CS 225 Classical Chinese Poetry in Translation]
Offered in 1987–88.
A survey course designed to introduce Chinese poetics as well as major works from one of the world's longest and most brilliant poetic traditions. Poetry from as early as 1100 BC will be studied as origin of poetic developments extending all the way up to the Tang Dynasty (7th to 9th century AD). Attention will be given to the aesthetics of landscape poetry in China and the relations between poetry and religion (Taoism, Buddhism, Zen Buddhism). Readings from *The Book of Poetry,* folk ballads, Cold Mountain (Han Shan), Tu Fu, Li Po, Wang Wei, Po Chu-yi, Li Shang-yin. Staff

CS 260 Introduction to Literary Theory and Criticism Spring
Starting with an examination of several important concepts of literary theory, this course seeks to better acquaint the student with a variety of different approaches and critical terminology that may be applied to the analysis of literary texts. Although poetry and poetics will be touched upon, this course will center upon the discussion of several critical methods used in analyzing literary prose narratives as well as application of those methods by students in the analysis of selected works of fiction. Discussion format with limited enrollment. (This course is also listed as LS 260).
Mr. Berninghausen

CS 301 Advanced Chinese (Modern Chinese) Fall
This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Xiandai Huawen Duben* (Intermediate Reader in modern Chinese) with supplementary readings from newspapers, magazines and other documents. (CS 202 or equivalent.) Mr. Chiang

[CS 400 Advanced Readings and Conversation (Modern Chinese)]

CS 401 Classical Chinese: Introduction to Wenyan (In Chinese) Fall
A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese, vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese and compositions which highlight the interaction between *wenyan* and *baihua* will be included. All lessons will be accompanied by language laboratory tapes. (CS 302 or equivalent.) Students are required to take CS 402 to receive credit for CS 401. Mr. Chiang

CS 402 Classical Chinese: Introduction to Wenyan (In Chinese) Spring
A continuation of CS 401, in the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts as well as a few examples of *wenyan* and semi-*wenyan* writings. (CS 401.) Mr. Chiang

CS 420 Modern Narrative and Composition (in Chinese) Fall
Designed to further strengthen written and spoken language skills in modern Mandarin beyond the level of CS 302, this course will introduce the students to active use of Chinese at a more advanced level of discourse. Exploring some theme, problematic or author of significance within modern Chinese culture, this course will employ films and videotapes along with prose narratives. Dramatic visual content will facilitate forward progress toward greater competency and range in Chinese syntax, vocabulary and cultural norms. Considerable emphasis will be given to written assignments in relatively formal modern Chinese.
Mr. Chiang

[CS 425 Seminar on Contemporary Culture and Language (in Chinese)]

CS 475 Senior Seminar on Chinese Fiction (in Chinese) Spring
Staff

CS 700 Senior Thesis Fall
Staff

CS 700/WT Senior Thesis Winter
Staff

See also Division of Foreign Languages: FL 266 and East Asian Studies (interdisciplinary major).

*Foundations Course

CLASSICAL STUDIES PROGRAM

The Classical Studies Program is a course of study designed to offer a broad, rigorous general education based on the careful study of fundamental Classical works. This study is in its nature an interdisciplinary one, since the fundamental Classical works are works of history, philosophy and literature and are written in Greek and Latin. The interdisciplinary nature of the study is reflected in this program by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art.

The Classical Studies Program aims to cultivate historical perspective, theoretical rigor, literary sensitivity and taste, and linguistic expertise; and it aims to acquaint students intimately, through the cultivation of these capacities, with the fundamental and enduring works which have informed the culture of the West.

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination or Senior Essay.

Required for the major in Classical Studies:

A. ***CL 150 The Ancient Epic *and***
PS 101 Introduction to Political Science *or
***CL 118 Political History and Theory of Greece and Rome**

B. Seven courses in Classical Studies chosen from the following:

CL 112 Introduction to Ancient Society: The Greeks
CL 113 Introduction to Ancient Society: The Romans
***CL 118 Political Institutions and Theory of Greece and Rome**
***CL 121 Classical Tradition of Liberal Arts and Sciences**
***CL 152 Greek Tragedy**
[CL 155 Greek and Roman Comedy]
CL 220 Greek Science
[CL 317 Plato]
CL 450 History of Greek Literature
AR 311 Ancient Art
AR 312 Roman Art
[EL 227 Greek Comedy]
***PA 201 Ancient and Medieval Philosophy**
PS 317 Classical Political Philosophy
PS 409 Seminar in Political Philosophy
***RE 200 Foundations of Western Religious Life and Thought**

C. Four courses in Greek or four courses in Latin chosen from:

CL 101 Beginning Latin
CL 202 Intermediate Latin
CL 103 Beginning Greek
CL 204 Intermediate Greek
CL 301 Latin Prose
CL 302 Latin Poetry
CL 303 Greek Poetry
CL 304 Greek Prose
CL 401 Readings in Latin Literature I
CL 402 Readings in Latin Literature II
CL 403 Advanced Greek Poetry
CL 404 Advanced Greek Prose

D. **CL 420 Seminar in Classical Literature**

E. **CL 700 Senior Essay *or***
CL 701 General Examination

*Foundations Course

CLASSICS

Professor: William Harris *Associate Professors:* Eve Adler (chairman), Ursula Heibges *Instructors:* Diane Legomsky, Robert Schine

The Classics department's core of courses in English offers a broad introduction to the study of Classical culture, with special emphasis on the close interdependence between the Classical Studies and the various arts and sciences. Intensive introductory courses in Greek, Latin and Hebrew prepare students rapidly for reading in the Classical languages; advanced courses are devoted to the close study of literary, philosophical and historical texts.

Required for the major in Classics: 10 courses in Greek and Latin (normally 6 in one language and 4 in the other), including one Senior Seminar (CL 420); 3 courses in Classics

in translation chosen with department approval; either CL 705 (Senior Essay) or CL 706 (General Examination).

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination or Senior Essay.

COURSES IN ENGLISH

CL 112 Introduction to Greek Civilization Fall

This course presents in very condensed form many of the major writers and thinkers of ancient Greece, along with lectures designed to fill in the historical, social and intellectual background which the readings require. The course is intended for possible Classics majors, Classics concentrators, although it is open to all students. Mr. Harris

CL 113 Introduction to Roman Civilization Spring

This course continues the thread of CL 112 into the world of the Romans; organization and workload are similar. Mr. Harris

***CL 118 Political History and Theory of Greece and Rome** Fall

A study of the political institutions and writings of Greek and Roman civilization. Depending primarily on ancient authors, we will study the Greek *polis* and the Athenian Empire as well as the Roman Republic and Empire, addressing such questions as: What should the ultimate goal of a government be? Is freedom the highest good for a citizen? Is it possible to manage an empire effectively and at the same time maintain domestic stability? Why did the Athenian and Roman Empires "fall"?
Ms. Legomsky

***CL 121 The Classical Tradition of the Liberal Arts and Sciences** Spring

From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of poetry, philosophy, rhetoric, theology and natural science to be the "queen of liberal arts and sciences" and thus the key to liberty. Works by Plato, Xenophon, Aristophanes, Cicero, Augustine and Bacon. Ms. Adler

***CL 150 The Ancient Epic** Fall

The course will concentrate on the epic poets' contending teachings about human greatness and human happiness: What is the character of human strivings after glory and immortality? Is the true domain of heroism to be found in war, in the family, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey;* Lucretius, *On the Nature of Things;* Vergil, *Aeneid; Epic of Gilgamesh.* Ms. Adler

***CL 152 Greek Tragedy** Spring

This course will examine the tragedies of Aeschylus, Sophocles, and Euripides. We will look into the origin and development of Greek tragedy, the literary styles and techniques of the playwrights, and their differing conceptions of human nature, virtue, and man's relation to the gods.
Ms. Legomsky

CL 220 Introduction to Greek Science Fall

This course examines the remarkable scientific achievements of the ancient Greeks, who laid the foundations of medicine, mathematics, astronomy, physics and a host of other disciplines from philology to city-planning. After the instructor's introductory lectures, the members of the class will prepare and present talks on topics of interest and experience. Discussion and criticism will follow. Understanding the scientific spirit of the Greeks is necessary for any grasp of the History of Science.
Mr. Harris

[CL 317 Plato]

CL 450 History of Classical Literature (In Translation) Spring

Designed for students with background in Greek and Roman literature, history or philosophy. The course will present a comprehensive overview of the major literary, historical and philosophical works of Greece and Rome, and will consist of a weekly seminar/discussion and an independent reading project. Ms. Legomsky

GREEK

CL 103 Beginning Greek Fall

Intensive introduction to the rudiments of Classical Greek, for beginners. The aim of the course is to prepare students to read the major authors of Greek literature. Ms. Legomsky

CL 204 Intermediate Greek Spring

A continuation of CL 103. Completes the rudiments of Greek grammar and introduces students to intensive reading selected from Plato, Homer, tragedy. Ms. Adler

[CL 303 Greek Poetry: Homer]

[CL 304 Greek Prose]

CL 403 Advanced Greek Poetry Fall
Staff

CL 404 Advanced Greek Prose Spring
Staff

[CL 452 History of Greek Literature]

LATIN

[CL 101 Beginning Latin]

[CL 202 Intermediate Latin]

CL 301 Latin Prose Fall
Selections from Cicero, Livy, Sallust, Tacitus.
Ms. Adler

CL 302 Latin Poetry Spring
Readings selected from Lucretius, Vergil, Catullus, Horace. Staff

CL 401 Readings in Latin Literature I Fall
The course will address itself to extensive readings in major authors, tailoring itself to the specific needs of the students. Staff

CL 402 Readings in Latin Literature II Spring
Staff

HEBREW

CL 105 Introduction to Hebrew Fall
A beginning course in the rudiments of the Hebrew language. The aim of this course is to prepare students for close study of the Hebrew Bible in the original; it will also provide a basic foundation for literary and spoken Hebrew. 5 hrs. per week.
Mr. Schine

CL 206 Intermediate Hebrew Spring
A continuing course stressing mastery of the Hebrew grammar and selected readings from the Hebrew Bible. (CL 105 or equivalent.)
Mr. Schine

CL 305 Readings in the Hebrew Bible Fall
This course stresses achieving mastery of grammar and fluency in reading Biblical prose and poetry. Introduction to use of the critical apparatus (comparison of ancient versions and translations), and questions pertaining to the history of the text. (CL 206 or equivalent.) Mr. Schine

CL 406 Advanced Hebrew Studies Spring
For students with reading ability in Hebrew, this course concentrates on a different epoch or genre of Hebrew literature each year, such as Talmud or Midrash, medieval poetry, philosophical prose and poetry, or classics of modern Hebrew literature. (CL 305 or equivalent.) Mr. Schine

SENIOR COURSES

CL 420 Seminar in Classical Literature Fall
Ms. Adler

CL 700 Senior Essay for Classical Studies Majors Fall, Spring
Staff

CL 701 General Examination for Classical Studies Majors Spring
Staff

CL 705 Senior Essay for Classics Majors Fall, Spring
Staff

CL 706 General Examination for Classics Majors Spring
Staff

*Foundations Course

COMPUTER SCIENCE

The program in Computer Science at Middlebury is designed with two goals in mind:

1. To provide the necessary skills to understand and appreciate how the computer is used in various disciplines

2. To provide a solid foundation in computer science

The first of these goals is achieved by having the computer be an integral part of many courses in different departments. In some disciplines the computer is used to provide additional learning opportunities, as in philosophy where the computer provides assistance in developing skills in symbolic logic. In areas like economics, psychology, and geography, the computer is used extensively for statistical analysis of data. In the natural sciences it has become an integral part of most laboratory courses, with students using programs for data analysis and simulation. In addition to this, students from all departments use the computer word processor for term papers and senior theses. All of this is designed to allow the computer to fit naturally into the curriculum and to allow students to learn to use the computer as an effective tool regardless of their major.

The second of these goals is met by a wide variety of course offerings in the Department of Mathematics and Computer Science. Middlebury College now offers both concentrations in computer science and a major with a computer science emphasis in the Department of Mathematics and Computer Science.

Several courses in computer science meet the foundations course requirement for the Natural Sciences Division; they include MA 103 (Introduction to Computers), MA 213 (Computer Science I), and NS 128 (Cryp-

tology). Other elementary computer courses include MA 127 (Elementary Computer Simulation). Detailed descriptions of these courses, as well as the more advanced courses, appear in the course listings for the Department of Mathematics and Computer Science. It is expected that students desiring a single course which provides a broad overview of computing and computers will elect MA 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science will elect MA 213.

Concentrations: A number of concentrations have been designed in the computer science area. Most begin with MA 213, MA 214, and either MA 323 or MA 325; these courses together provide a thorough understanding of important concepts and methods in computer science. (All four of these courses together constitute the Core Curriculum in Computer Science as recommended by the Association for Computing Machinery.) The fourth course in a computer science concentration may be taken from any of several related areas, and is designed to introduce the student to one of many areas of study in which the computer has become an indispensable tool. These courses include MA 200, MA 310, MA 311, MA 315, MA 318, as well as the following computer science courses: MA 324, MA 326, MA 328, MA 421, and MA 423.

Major: The Department of Mathematics and Computer Science offers a major with an emphasis in computing. Students who elect this program take a variety of freshman and sophomore level courses in both mathematics and computer science. Advanced course work and senior work are typically done in various areas of computer science.

MA 421 (Theory of Computation) and MA 423 (Algorithms and Complexity) are included in the core courses for the majors. Up to 8 courses in computer science may count toward the required courses for this major. Students should consult the catalog listings for the Department of Mathematics and Computer Science for further details.

CREATIVE AND EXPOSITORY WRITING

The College Requirement in Writing: During the freshman year, each Middlebury student must take a one-semester course which has an emphasis in writing. Departments in all divisions offer such courses. The student with a special interest in creative writing may satisfy this general college requirement by taking an introductory course in the writing of poetry or fiction that will also serve as a prerequisite for additional creative writing courses. (See Freshman Writing Program on p. 122 for further information.)

The Courses Offered in Creative Writing: Sequences of courses are offered in poetry, fiction, nonfiction, and playwriting. As a junior or senior, a student may apply to do further writing as independent study. A major in the English Department may undertake an Honors project in creative writing in poetry or fiction or a combination of the two, in the senior year.

The Concentration in Creative Writing: Students majoring in disciplines outside the humanities may satisfy the concentration requirement by taking a concentration in creative writing which includes an introductory course, an intermediate course, an advanced workshop, and a course in the study of literature selected from a group of designated courses in English or American literature. Interested students may elect a further independent study course.

Bread Loaf Writers' Conference and Bread Loaf School of English: Qualified students may apply for scholarships at the Bread Loaf Writers' Conference, the Bread Loaf School of English and the Bread Loaf School in Oxford. Students planning to do senior work in creative writing are encouraged to attend the Writers' Conference for two weeks in August after their junior year.

PROGRAM IN EAST ASIAN STUDIES

Participating Faculty: Hiroshi Miyaji (chairman) (East Asian Languages and Culture), Ellen Basu (Sociology/Anthropology), John Berninghausen (Chinese Language and Literature), Gregory Chiang (Chinese Language and Literature), Catherine Campbell (Chinese Language and Literature), Linda Keenan (Japanese Language and Literature), Kirsten Powell (Art), David Rosenberg (Political Science), Don Wyatt (History)

The East Asian major is designed for those students who wish to undertake an interdisciplinary approach to this region of great historical and contemporary importance. The term "East Asia" refers to China, Japan and Korea, and the program's intellectual integrity

stems from the fact that all parts of the region have been formed, to one degree or another, under the powerful stimulus of high Chinese culture. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments which will explore connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.

Requirements for an East Asian Studies Major: The East Asian Studies major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese. (See Section II of both Alternatives A and B below.) Coursework in spoken and written Chinese and Japanese may be taken at Middlebury during the regular academic year, in the Middlebury summer intensive program, and with the approval of the Chinese or Japanese department chairman. Some language study at the level of CS 302 or JA 302 or above may be taken at certain language training programs or centers in Japan, Taiwan, the People's Republic of China, Hongkong or Singapore (see Alternative B).

Each EAS major is expected to select a probable senior thesis adviser from the faculty members participating in this program and to discuss his/her proposed course of study with the program chairman and the senior thesis adviser by the junior year. In most cases, it will be necessary for the EAS major to take one or two courses during the fall semester of the junior year to gain extra methodological preparation for researching and writing the senior thesis.

In this program, departmental Honors for majors will be awarded as follows: *Honors* for a thesis graded B+ or higher with at least a 3.3 average in all EAS courses, *High Honors* for thesis graded A− or A with at least a 3.55 average in all EAS courses, *Highest Honors* for an A thesis with at least a 3.7 average in EAS courses.

MASTER LIST

Content courses which may be counted towards a major in East Asian Studies. (Please note that the list is subject to periodic revision.)

AR 103 Introduction to Far Eastern Art
CS 120 Modern Chinese and Asian Fiction in Translation
CS 133 Masterworks of Chinese Literature and Civilization
CS 216 Traditional Chinese Fiction in Translation
CS 225 Classical Chinese Poetry in Translation
CS 420 Modern Narrative and Composition
CS 475 Senior Seminar in Chinese Fiction (in Chinese)
GG 221 South and East Asia
HI 235 Modern East Asia, 1750–1912
HI 236 Modern East Asia, 1912–1976
HI 331 Imperial China
HI 332 Modern China
HI 333 Chinese Intellectual History
HI 334 Chinese Institutional History
HI 335 Traditional Japan
HI 336 Modern Japan
HI 409 Reading in Asian History
PA 253 Confucianism and the Confucian Tradition in East Asia
PA 256 Topics in Japanese Philosophy
PS 220 Asian Politics
PS 430 Seminar in U.S.–Asian Relations
RE 115 Introduction to Eastern Religious Thought
RE 211 The Buddhist Tradition: China and Japan
RE 212 Chinese Religion
RE 215 Shinto: Japanese Indigenous Religious Beliefs
RE 340 Early Taoism
SA 335 Chinese Society and Culture

ALTERNATIVE A

Section I. Each East Asian Studies major electing this option (Alternative A) will take a total of eight courses from no fewer than four disciplines (i.e., four different departments). Other courses may, with the permission of the program chairman, count towards the major.

Required of all majors under this option:
HI 331 Imperial China

Plus *one* of the following:
RE 215 Shinto: Japanese Indigenous Religious Beliefs
HI 335 Traditional Japan
HI 336 Modern Japan
PA 253 Confucianism and The Confucian Tradition in East Asia
PA 256 Topics in Japanese Philosophy

Plus *one* of the following:
SA 335 Chinese Society and Culture
PS 220 Asian Politics

GG 330 South and East Asia
HI 235 Modern East Asia, 1750–1912
HI 236 Modern East Asia, 1912–1976
HI 332 Modern China
HI 333 Chinese Intellectual History

Plus *two* of the following:
AR 103 Introduction to Far Eastern Art
RE 115 Introduction to Eastern Religious Thought
RE 211 The Buddhist Tradition: China and Japan
RE 212 Chinese Religion
RE 215 Shinto: Japanese Indigenous Religious Beliefs
RE 340 Early Taoism
CS 120 Modern Chinese and Asian Fiction in Translation
CS 133 Masterworks of Chinese Literature and Civilization
CS 216 Traditional Chinese Fiction in Translation
CS 225 Classical Chinese Poetry in Translation
CS 475 Senior Seminar in Chinese Fiction (in Chinese)

Plus a course chosen in consultation with the program chairman that is judged likely to provide extra preparation in a specific discipline or methodology for writing the EAS senior thesis. Often taken in the fall of the junior year, it may be taken in the preceding spring semester. Among the possible choices would be AR 400, CS 260, HI 424, PA 231, PS 404, RE 210, SA 356.
Plus *two* additional courses selected from the master list above.

Section II. A total of six regular semester courses in Chinese or Japanese language instruction plus one winter term course between CS or JA 101 and CS or JA 102 will normally be required of the East Asian Studies major.

CHINESE LANGUAGE COURSES
CS 101–102 Beginning Chinese Fall, Winter, Spring
CS 201–202 Intermediate Chinese Fall, Spring
CS 301–302 Advanced Chinese Fall, Spring

JAPANESE LANGUAGE COURSES
JA 101–102 Beginning Japanese Fall, Winter, Spring
JA 201–202 Intermediate Japanese Fall, Spring
JA 301–302 Advanced Japanese Fall, Spring
JA 401–402 Advanced Readings in Japanese Fall, Spring

Any student majoring in this program is required to complete a minimum of four semesters of Chinese language (or Japanese language) instruction—CS 101–102, 201 and 202 (or JA 101–102, 201 and 202) *prior* to the start of the senior year. It is, however, strongly recommended that the full six semesters of Chinese (or Japanese) up to and including CS 302 or JA 302 be completed by the junior year if at all possible.

Section III. During the first month of the fall semester, each East Asian Studies senior will declare a thesis topic (in consultation with the chairman of the EAS Program and the thesis adviser) which seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian language are to be covered in the thesis. A rough outline and bibliography showing what materials the student intends to use to research his/her thesis topic is to be given to the program chairman by October 7. A series of colloquia will afford each major the opportunity to present preliminary findings to faculty and students during the second half of the fall semester and winter term. At least one completed copy of the senior thesis to be submitted to the program chairman no later than noon on the last Friday of winter term classes. Two bound copies are to be given to the program chairman by the first week of the spring term. A thesis that is submitted late will not be eligible for Honors.

EA 700 Senior Thesis Fall
Staff

EA 700/WT Senior Thesis Winter
Staff

ALTERNATIVE B
Section I. Each East Asian Studies major electing this option (Alternative B) will take a total of six courses from no fewer than four disciplines (i.e., four different departments). Other courses may, with permission of the program chairman, count towards the major.

Required of all majors under this option:
HI 331 Imperial China

Plus *one* of the following:

RE 215 **Shinto: Japanese Indigenous Religious Beliefs**
HI 335 **Traditional Japan**
HI 336 **Modern Japan**
PA 253 **Confucianism and the Confucian Tradition in East Asia**
PA 256 **Topics in Japanese Philosophy**

Plus *one* of the following:

HI 332 **Modern China**
HI 333 **Chinese Intellectual History**
SA 335 **Chinese Society and Culture**
PS 220 **Asian Politics**
PS 430 **US-Asian Relations**
GG 321 **South and East Asia**
HI 235 **Modern East Asia, 1750–1912**
HI 236 **Modern East Asia, 1912–1976**

Plus *one* course in art, philosophy, religion or literature included on the master list above.

Plus a course chosen in consultation with the program chairman that is judged to provide extra preparation in a specific discipline or methodology for writing the EAS senior thesis. Often taken in the fall of the junior year, it may be taken in the preceding spring semester. Among the possible choices would be AR 400, CS 260, HI 424, PA 231, PS 404, RE 210, SA 356.

Plus *one* additional course selected from the master list above.

Section II. The East Asian major who has chosen Alternative B will complete a total of five regular credits plus one winter term credit in the Chinese or Japanese language training program (listed below) preparatory to direct cultural experience and intensive language training in an approved structured program in Japan, Taiwan, Singapore, Hongkong, or the People's Republic of China. The overseas language and cultural course work should earn either 4 or 5 credits depending upon whether the student goes for a single regular term or a regular term and a winter term. It is possible to earn 9 credits for three quarters of successful advanced language study completed at the Inter-University Program for Chinese Language Studies in Taipei, Taiwan, or the Inter-University Program for Japanese Language Studies in Tokyo. Overseas study for Middlebury credit is usually restricted to the junior year, but exceptions are sometimes made for seniors.

CHINESE LANGUAGE COURSES

CS 101–102/WT-102 **Beginning Chinese** Fall, Winter, Spring
CS 201–202 **Intermediate Chinese** Fall, Spring
CS 301–302 **Advanced Chinese** Fall, Spring

plus other language credits earned in East Asia.

JAPANESE LANGUAGE COURSES

JA 101–102 **Beginning Japanese** Fall, Winter, Spring
JA 201–202 **Intermediate Japanese** Fall, Spring
JA 301–302 **Advanced Japanese** Fall, Spring
JA 401–402 **Advanced Readings in Japanese** Fall, Spring

Section III. During the first month of the fall semester, each East Asian Studies senior will declare a thesis topic (in consultation with the thesis adviser) which seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian language are to be covered in the thesis. A rough outline and bibliography showing what materials the student intends to use to research his/her thesis topic is to be given to the program chairman by October 7. A series of colloquia will afford each major the opportunity to present preliminary findings to faculty and students during the second half of the fall semester and winter term. At least one completed copy of the senior thesis to be submitted to the program chairman no later than noon on the last Friday of winter term classes. Two bound copies are to be given to the program chairman by the first week of the spring term. A thesis that is submitted late will not be eligible for Honors.

EA 500 **Independent Study** Fall, Spring

EA 700 **Senior Thesis** Fall
Staff

EA 700/WT **Senior Thesis** Winter
Staff

N.B.: Given the interdisciplinary nature of this major, East Asian Studies is not an appropriate choice for one-half of a joint major. Students wishing to take a joint major in a discipline (social science, natural science or humanities) combined with Chinese language should consult the Chinese department.

ECONOMICS

Professors: Michael Claudon (chairman), Richard Cornwall, David Smith *Associate Professor:* Paul Sommers *Assistant Professors:* Paul Albanese, David Audretsch (on leave) *Christian A. Johnson Distinguished Professor:* David C. Colander *Instructor:* Stephen Smith *Visiting Assistant Professor:* Phanindra Wunnava *Visiting Instructors:* Richard Heaps, Sheldon Sax

I. THE MAJOR

The Economics major consists of four sequences.

Introductory Sequence: EC 150, EC 155, and MA 112. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra.

NOTE: No student who receives a grade below C– in *either* EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C– to be admitted to EC 211 without permission. MA 105, a Foundations course, is particularly good preparation for EC 210.

Intermediate Theory Sequence: EC 350 and EC 355. MA 112 is a prerequisite for EC 355 and EC 350.

NOTE: It is important, especially for those planning to study abroad, that these three sequences be completed by the end of the fall term, junior year.

Elective Sequence: At least four electives, two of which must be at the "400" level. One 400-level course must be completed at Middlebury. Note: EC 800 does not substitute for a 400-level course.

Students majoring in economics *cannot* count all three of the courses EC 340, EC 440 and EC 445 towards the minimum of 10 required economics courses.

Honors: Seniors interested in earning Honors in economics may enroll in EC 800 during the fall term. Normally, students enrolling in EC 800 have completed the three nonelective sequences by the beginning of the fall term, senior year, and must have earned at least a B average in economics courses.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn Honors in economics must either (i) complete EC 800 Senior Research for Honors in addition to the other joint major requirements or (ii) complete the related department's senior thesis program. Honors candidates choosing option (ii) are required to (a) find an adviser in the Economics Department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800, and (c) defend the thesis during a seminar presentation in the Economics Department. Candidates choosing either option must meet the minimum grade requirements for Honors in economics: a B average (grade point of 6.0 on the 10 point scale) in courses taken for the joint major and a B+ on the thesis.

International Major: MA 112, EC 150, EC 155, EC 210, EC 211 EC 350, EC 355; three electives, one of which must be a 400 level course; one 500 (fall + winter term) course based on work abroad, plus an advanced course in the Language Department. Courses followed by an asterisk* must be taken at Middlebury, and as many as possible among the first seven listed should be taken before studying abroad. A minimum of ten economics courses, including the 500 course, must be completed.

International Politics and Economics Major: See p. 173 of this catalog.

II. ECONOMICS JOINT MAJORS AND CONCENTRATIONS

The following courses are not applied economics courses, and therefore do not fill such a requirement in any joint major or concentration involving economics: EC 100, EC 210, EC 211, EC 315, and EC 410.

III. POST-GRADUATE PREPARATION

Persons considering graduate programs in economics are urged to complete the first three sequences plus EC 410 and either MA 315 or MA 318. Majors considering graduate programs in economics or business are strongly advised to do a mathematics concentration.

Aspirants to M.B.A. programs are urged to complete the first three sequences plus EC 315 and EC 320.

We recommend EC 315 for students applying to law school since it offers useful preparation for the practice of law.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing MA 103 and preferably MA 213.

EC 100 Basic Elements of the American Economy Fall

The course will involve a broad survey of the central features of the free market economic system of the U.S. Included will be attention to national economic aggregates for the nation and more important foreign countries, the behavior of firms and consumers as reflected in Demand and Supply patterns, the role of money in the society, and applications of theory to the real world. A series of projects analyzing current economic problems will be carried out. The course will not count toward the economics major. No mathematics capability is expected. (Students who have completed EC 150 or EC 155 cannot earn credit for EC 100. Juniors and seniors by permission.) Mr. D. Smith

EC 150 Introductory Economics (Macro) Fall, Spring

An introduction to the analysis of such macroeconomic problems as inflation; employment levels; the role of money, taxation and spending; and resource use and conservation. (Working knowledge of algebra.) Staff

EC 155 Introductory Economics (Micro) Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply); market structures, from competitive to oligopolistic; the distribution of income; and public policy options bearing on these problems. (Working knowledge of algebra.) Staff

EC 210 Economic Statistics Fall

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation and hypothesis testing including contingency table analysis. A weekly one-hour lab at the computer center is part of this course in addition to three hours of class meetings per week. (MA 112.) Mr. Sommers

EC 211 Economic Statistics: Introducton to Regression Analysis Spring

In this course regression analysis is introduced. The major focus is on quantifying relationships, between economic variables. Multiple regression enables identifying the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model fundamental assumptions underlying this model will be relaxed and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to competently employ regression analysis as a research tool and to justify and defend the techniques used. (EC 150, EC 155 and EC 210.) Mr. Wunnava

[EC 230 The Soviet Economy]

[EC 300 Current Problems in Economic Policy]

EC 310 Economics of Investing in Securities Fall

This course looks at the perils and promises for investors in financial securities. We explore the range of securities currently available to investors and the wisdom offered by economics on various investment strategies. Theories of choice under uncertainty, portfolio theory and beta analysis are developed. (EC 150, EC 155, EC 315 or permission.) Mr. Sax

EC 311 Applied Econometrics Fall

This course is designed to further students' understanding of parameter estimation, inference and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (EC 150, EC 155, EC 210 and EC 211.) Mr. Wunnava

EC 315 Accounting Fall, Spring

A study of the accounting procedures used by proprietorships and corporations, with maximum attention to theoretical considerations involved. Mr. D. Smith

EC 320 The Corporation Spring

A study of the economic and social roles played by the corporation; a study of the human productivity aspects involved in the corporation; a study of the use of accounting data in corporate decision making. (EC 150, EC 155 and EC 315.) Mr. D. Smith

EC 325 Agriculture and Industry in Economic Development Fall

This course will consider economic change in the world's poor regions, with a focus on the problems of—and institutions which influence—agricultural and industrial development. Includes consideration of income distribution, employment, and trade. Emphasis on Asian nations and contemporary policy issues. (EC 150 and EC 155.) Mr. S. Smith

[EC 330 Comparative Economic Systems]

[EC 337 The Political Economy of Capitalism]

Since 1500, the social process of capitalism has spread from a few isolated areas in Europe to embrace major portions of all continents. What is the

relation between capitalism and the origin of the factory system, the hierarchical organization of work, the development of new technologies, the creation and destruction of social classes and the evolution of social systems of legitimacy and of oppression? We shall explore the writings of Marx, Keynes and Schumpeter and their associated schools of radical, liberal and conservative analysis of how well the "free enterprise" system works. (EC 155 or EC 150.) (Offered in alternate years.)
Mr. Cornwall

EC 340 International Economics: A Policy Aproach Spring

This course examines both international commodity trade and international finance. After learning the fundamentals on international trade theory and the macroeconomics of open economies, students will take up policy issues such as open vs. protected international trade, international exchange rate policies, international consequences of national macroeconomic policies, and those related to trade among countries at different levels of economic development. (EC 150 and 155.)
Mr. Claudon

[EC 345 European Economic History]

EC 350 Macroeconomic Theory Fall

Macroeconomic theory analyzes whether the market effectively coordinates individual's decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal and other policies in achieving desirable levels of unemployment, inflation and growth. The theories held by various schools of economic thought such as Keynesians, monetarists and New Classicals are considered along with their proposed policies. (EC 150, EC 155 and MA 112.) Mr. Colander

EC 355 Microeconomic Theory Spring

Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example). (MA 112 and EC 155.)
Mr. Cornwall

EC 365 Environmental Economics Fall

An examination of the problems which must be resolved as society considers the costs of preserving or improving its environment versus the benefits from such expenditures. (EC 100 or EC 150 or EC 155 or permission.) Mr. D. Smith

[EC 385 Labor Economics]

[EC 394 The Economics of Natural Resource Management]

EC 405 Psychological Foundations of Economic Behavior Fall

Explores the relationship between economics and psychology using interpersonal and psychoanalytic theories of the personality. The objectives are to broaden the behavioral basis of economic analysis and to expand the limits of applicability of economic theory. Applications will begin with an explanation of variations in patterns of consumer behavior, proceed to an investigation of the effect of an executive's personality on the functioning of an organization, and end with an examination of entrepreneurial activity. An ultimate objective of this course is to transcend the individual orientation of economic theory to a broader social basis. (EC 355 or permission.) Mr. Albanese

[EC 410 Econometrics]

EC 420 Economic Development and Population Change Spring

The process of economic growth and development is studied from various theoretical and historical perspectives. Emphasis is placed on documenting levels and patterns of economic development; income distribution in developing countries; demographic aspects of development; and, barriers to economic development. (EC 350 and EC 355.) Mr. Albanese

[EC 430 Inequality and Poverty]

EC 440 The Economics of International Trade Fall

A study of the causes of trade between nations, and its consequences for economic well-being and the allocation of resources. Trade policies in advanced and poor countries will be analyzed, as well as the interrelationship between trade and economic growth. (EC 355.) Mr. S. Smith

EC 445 International Finance Spring

An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the strategies and problems associated with financial liberalization and debt in developing countries. (EC 350.) Mr. S. Smith

EC 450 History of Economic Thought Fall

This course offers an historical and analytical perspective on the social innovation of the conceptual frameworks we use to understand wealth and scarcity. We look at who invented economic ideas, what might have stimulated this invention and what the role is of ideology in the development of economic theories. (EC 350 and EC 355.)
Mr. Cornwall

EC 455 Industrial Strategies Fall

An analysis of industrial decision-making within

a framework involving the decision sciences and microeconomic theory. The course will apply microeconomic optimization techniques, regression analysis, and forecasting techniques to managerial decisions aimed at achieving a firm's established goals. (EC 210 and EC 355 or permission.)
Mr. Claudon

[EC 465 Public Policy Toward Business]

EC 470 Public Finance Spring
An analysis of the effects of government expenditure and taxation on economic efficiency. Topics include the efficiency in providing public services; externalities; cost-benefit analysis; and alternative modes of income redistribution including current welfare programs, consumption subsidies, and negative tax plans. (EC 355 or permission.)
Mr. Sax

EC 475 Monetary Theory and Financial Institutions Spring
This course follows up EC 350 and further develops macroeconomic theory. Its theoretical focus is on the financial sector, but it is also concerned with the integration of the real and the financial sectors. Modern debates in monetary theory are analyzed and their implications for policy considered. Topics include the role and productivity of money, the institutional structure of U.S. and international financial markets, and the organization of the Federal Reserve System. (EC 350.) Staff

[EC 498 Seminar in Economic Issues]

EC 500 Individual Special Projects Fall, Spring
(Permission. See Handbook.) Staff

EC 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

EC 800 Senior Research for Honors Fall, Spring
(Permission.) Staff

See also International Politics and Economics.

ENGLISH

Professors: Paul Cubeta (on leave), Robert Hill, David Littlefield (on leave winter and spring terms), Edward Martin (chairman), Robert Pack, Henry Prickitt *Associate Professors:* John Bertolini (on leave fall and winter terms), John Elder, Gary Margolis (part-time), Elizabeth Napier, Jay Parini, David Price (on leave winter and spring terms) *Assistant Professor:* Ray Carney *Visiting Associate Professor:* Sydney Lea *Visiting Instructors:* Diana Henderson, Virginia Jackson

Because of the varied nature of the Department's offerings, courses are differentiated by their second and third digits in the following manner:
Literature (00–19) Dramatic Literature (20–39) Writing (60–79)

FRESHMAN WRITING COURSES
EL 101, 103, 105, 107, 160, 170 and 175 all satisfy the freshman writing requirement. For a full description of the Freshman Writing Program, and other writing courses, see pp. 122 and 125.

EL 101 Narrative Fiction Fall, Spring
Short stories and novels from various 19th and 20th century British and American writers. Selections change from year to year. Papers will emphasize close attention to texts, on the understanding that ability to read well and thoroughly is a necessity for competent self-expression. Staff

EL 103 Lyric and Narrative Poetry Fall, Spring
Close analysis of selected poems both traditional and modern. This course is strongly recommended for those students who think they may be English or American Literature majors. With its attention to a variety of poetic styles throughout English and American verse, the course is partly designed as introductory to the 200 level courses in both disciplines. Mr. Littlefield, Mr. Lea

[EL 104 Drama: Classics and Commercials]

EL 105 Drama Spring
Masterpieces of comic drama by such playwrights as Aristophanes, Shakespeare, Moliere, and Shaw will be analyzed in terms of the psychology of farce, the nature of comic form, and the dramatic techniques of comedy so that, through class discussions and papers, new ways of enjoying and understanding the wit and wisdom of the comic vision may be discovered. Film versions and recordings of several of the plays will be used.
Mr. Bertolini

Admission to EL 107, 160, 170, and 175 below is by permission. Students should submit a written request or speak to the instructor at least one week prior to registration. Previous accomplishment is not a requirement for admission to the course: we are looking for commitment to writing as an activity.

EL 107 Journal and Essay Spring
This course will be grounded in the keeping of journals, and will explore the ways in which essays can connect and expand such initial records of perception. Discussion in class will often focus on students' own writing. But we will also devote atten-

tion to the work of contemporary essayists, among them Edward Hoagland, Joan Didion, and Lewis Thomas. (Permission. See above.) Mr. Elder

EL 160 The Structure of Nonfiction Fall

Students will write for each class. Discussion will center unanimously on selections from these performances. A rigorous exercise involving a composition of over 20 papers, this course should be considered only by those students dedicated to improving their creative, analytical writing. No texts. Limited to 15 students. (Permission. See above.) Mr. Hill

EL 170 The Structure of Fiction Fall

An introduction to the reading and writing of some of the forms of fiction. Attention will be given to the technical aspects of selected novels and short stories, which will be analyzed in discussion and written assignments. Other assignments will include exercises in particular structures, such as character and setting, point of view, scene, dialogue and narration. Student stories will be analyzed and discussed. (Permission. See above.) Mr. Martin

EL 175 The Structure of Poetry Winter, Spring

An introduction to the reading and writing of poetry which emphasizes its structural and musical aspects. Exemplary American and English poems will be examined carefully to appreciate, as Frost says, "the easy way the obstacle of verse is turned to advantage." (Permission. See above.) Mr. Margolis, Mr. Parini

MAJOR PROGRAM

Required for a Major in English are (1) Interpretation of Literature: EL 201 and EL 202; (2) Distribution Courses: four courses in literature, one chosen from each of the following groups: (I) EL 301, 302, 303, 224; (II) EL 206, 304, 305; (III) EL 207, 213, 314, AL 202, 301; (IV) EL 208, 309, 312, 229, AL 302, 307; (3) Shakespeare (EL 321); (4) a Field (five courses in Drama, Novel, Poetry, or Creative Writing, one of which is a seminar) (5) the Senior program.

Fields: A Field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses – but no more than two – may be used to fill both Distribution and Field requirements.

Drama: (1) EL 227 or CL 152 or CL 155; (2) EL 111 or EL 224; (3) EL 321; (4) EL 229 or TH 226 or TH 326; (5) a seminar.

Novel: (1) EL 206; (2) EL 207; (3) EL 208; (4) AL 301 or AL 302 or EL/AL 309; (5) a seminar.

Poetry: The Lyric Tradition: (1) EL 103 or EL 175 or EL 202; (2) EL 303 or EL 304; (3) EL 213 or EL 314; (4) EL 312 or AL 306 or AL 307; (5) a seminar.

Creative Writing – Poetry: (1) EL 175 or EL 170 or EL 107 or EL 160; (2) EL 275; (3) EL/AL 312 or EL 213 or EL 314 or AL 306 or AL 307; (4) EL 460; (5) a seminar.

Creative Writing – Fiction and Nonfiction: (1) EL 107 or EL 160 or EL 170 or EL 175; (2) EL 260 or EL 270 or TH 218; (3) EL 206 or EL 207 or EL 208 or EL/AL 309 or AL 301 or AL 302; (4) EL 460 or TH 228; (5) a seminar.

Majors seeking to define Fields may, in consultation with their advisers, propose to the chairman alternative Fields or different courses within the five Fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel and poetry as long as the coherence of the Field is maintained. Those seeking to define "joint" majors with English and another department should, through the way the Field is defined, be able to meet all of the requirements for the major in English.

A student entering the major should discuss a plan for the entire major program with his/her adviser. It should be noted that most distribution courses will *not* be offered every year: in Groups I, II and III there will normally be two each year and in Group IV normally there will be four. Enrollments in Distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her choice.

Seminar topics will change from year to year. In general, two factors are important: the seminar elected must be an appropriate enhancement of the rationale for the Field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

SENIOR PROGRAM

The Senior Program includes a required General Examination (EL 705) and an optional one-term Senior Essay or a two-term Honors Thesis (EL 700 or 710). Normally seniors register for one unit of EL 700 or 710 in the fall term and register for the General Examination (EL 705) in the winter term. Students undertaking two-term Honors Theses normally complete them during spring term.

The General Examination receives one

course-credit. The examination will be based on a General Reading List.

Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the general examination grade. For Honors in any of the three categories—Honors, High Honors, Highest Honors—College rules specify a minimum average of B in course grades and a minimum grade of B on the Essay or Thesis. To qualify for Highest Honors the Department requires a minimum of B+ in each of the three areas (course-grades average, thesis or essay, and the general examination). In determining the numerical average of course grades all courses designated EL will be counted as will all other Middlebury courses which fulfill distribution requirements for the major. Departmental minimum grade averages for each level of honors are:

Highest Honors: A+
High Honors: A or A−
Honors: B+

Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed EL 460 may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or honors thesis.

Fall term and spring term Senior Essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Honors Theses (two-term writing programs and projects) must be submitted no later than the end of the second week of classes after spring recess, or no later than the end of the first week of classes following Thanksgiving recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in an Honors Thesis program unless he or she has accomplished and submitted a substantial amount of work during fall term.

LITERATURE

[*EL 110 Continental Fiction]

[*EL 111 European Drama: Renaissance to Modern]

[*EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]

***EL/AL 113 Visions of Nature** Spring

We will examine a variety of responses to nature over the past two centuries. Among the principal themes to be followed up will be the Romantic connection of autobiography with landscape, the development of a wilderness-ethic from the reevaluation of mountainous terrain, and the reemergence of natural history as a literary genre. Writings by Gilbert White, William Wordsworth, R.W. Emerson, H.D. Thoreau, Charles Darwin, John Muir, Clarence King, Mary Austin, J.W. Krutch, Aldo Leopold, and A.R. Ammons will figure prominently in the syllabus. In addition we will look at the paintings of John Constable, Frederick Church, Martin Johnson Heade, and Georgia O'Keeffe, and at the photography of Ansel Adams and Eliot Porter. Mr. Elder

The EL 201–202 sequence introduces students in some depth to writers whose works are regarded as central to the English poetic tradition as it has developed from the Middle Ages to the modern period.

Those intending to major in English are advised to complete the EL 201–202 sequence *before* they elect other courses above the 200 level.

EL 201 Interpretation of Literature: Chaucer, Shakespeare, Milton Fall, Spring

In this course students will study and discuss selections from Chaucer's *Canterbury Tales*, two of Shakespeare's plays and Milton's *Paradise Lost* in its entirety. Taught in sections of limited size; frequent writing assignments. (Open to sophomores and freshmen who have completed the freshman writing requirement, who intend to major in English, American Literature and Civilization, or Literary Studies; open to other students, space permitting.) Staff

EL 202 Interpretation of Literature: Major Poets from the Eighteenth to the Twentieth Century Fall, Spring

A course designed as a continuation of EL 201. Students will read selected poems by five or six of the following: Pope, Blake, Wordsworth, Keats, Tennyson, Arnold, Yeats and Eliot. Taught in a lecture format with quizzes and/or short papers and a final exam. (EL 201 or permission.)
Mr. Pack, Mr. Hill

Courses below that fill Departmental requirements are so indicated by the number of the group, (I, II, III or IV) in parenthesis, and (WS) for the Shakespeare requirement.

EL 206 Early English Novel (II) Spring

The development of the English novel in the 18th century. Novelists include Defoe, Richardson, Fielding, Sterne and Lewis. Mrs. Napier

EL 207 Nineteenth Century English Novel (III) Fall, Spring

Close analysis of form, theme and character in representative English novels of the 19th century. Novelists to be read include Austen, Dickens, Thackeray, Trollope, the Brontes, Eliot, and Hardy. Mr. Hill, Mr. Parini

EL 208 Twentieth Century English Novel (IV) Fall, Spring

Fall

This course will focus on the great novelists of the first quarter of the 20th century: Conrad, Joyce, Lawrence, Forster and Woolf. We will study the various ways in which each of these novelists sought to engage both the general problems of human life and experience and those particular aspects of life and experience thrust on us all by the unsettling conditions of the modern period, and how their differing experiments in form, structure, and style led to a richly complex expression of their doubt, fears, hopes and beliefs. Mr. Price

Spring

We will be concerned with the ethics of reading fiction in the modern period. The course will be divided into three foci: Reading for the Plot, Feminist Reading, and the Reader in the Novel. Authors studied will include James, Conrad, Joyce, Lawrence, Forster and Woolf. Ms. Jackson

EL 213 English Romanticism (III) Fall

Primary attention will be given to poetry and prose selected from the six major English Romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley and Byron. Ms. Jackson

EL 224 Medieval and Renaissance Drama (I) Spring

A study of Elizabethan and Jacobean dramaturgy as practiced by such masters of comedy and tragedy as Marlow, Jonson, Shakespeare, Webster, and Ford, with medieval drama as a background. Staff

[EL 227 Greek Comedy]

[EL 229 Modern British Drama (IV)]

[EL 301 Chaucer (I)]

[EL 302 Medieval Literature (I)]

EL 303 English Literature of the Sixteenth Century (I) Fall

A survey of the major developments in the theory and practice of lyric and heroic poetry in England 1500–1600. Special emphasis will be given to the sonnet, from Wyatt and Surrey, through Sidney and Spenser, to Shakespeare, and to *The Faerie Queene.* Mr. Littlefield

EL 304 English Literature of the Seventeenth Century (II) Spring

Studies of the poetry of Donne, Jonson, Herbert, Herrick, Marvell, and Milton, and several minor poets. A selection of poems will be examined in close detail and an attempt will be made to discover the distinctive achievement of each poet and the distinguishing characteristics of the poetry of this period generally. Staff

EL 305 Eighteenth Century Poetry and Prose (II) Fall

Close readings in the poetry and prose of the 18th century, with special emphasis on the works of Swift, Pope and Johnson. Particular attention will be paid to shifts in poetic convention and style in the period. Mrs. Napier

[EL/AL 309 Contemporary Literature (IV)]

EL/AL 312 Modern Poetry (IV) Fall

This course will examine the poetry of Hopkins, Hardy, Yeats, Thomas, Frost, Robinson, Stevens, and Williams. In each case the influence of literary modernism will be considered as well as the use of tradition. Selected poems will be examined comparatively in respect to such major themes as desire, belief, imaginative perception. Mr. Parini

EL 314 Victorian Poetry (III) Spring

This course will be centered on selections from the three major Victorian Poets: Tennyson, Browning and Arnold. The approach is thematic and lectures will be organized around such major concerns as the poet as alien figure, materialistic determinism, the effects of the "new" science, the role of women, "the myth of Evolution," attitudes about war, the "Pathetic Fallacy," etc. Students will be encouraged to read judiciously and widely in other major Victorian prose writers such as Carlyle, Mill, Ruskin, Swinburne and Hardy. Mr. Hill

EL 321 Shakespeare (WS) Fall, Spring

An intensive scrutiny of language, character and theme in several of Shakespeare's plays with a primary focus on *Hamlet* and *King Lear.* (Juniors and seniors.) Mr. Elder, Mr. Bertolini

SEMINARS

The process or *activity* of the seminar is as important as the subject: in each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill requirements in the major in addition to Field requirements are so indicated.

Registration for the Seminar program is organized before the normal registration period by a departmental committee. Inquire at the department office for application procedures *at least one week before registration.* Students not majoring in English are welcome to apply, and are encouraged to do so.

Courses that fill the English Department seminar requirement and that are offered by

Other departments and/or programs are also listed below.

LS 705 Literary Studies Colloquium Fall

See description under Program in Literary Studies. Ms. Jackson

EL 402 Seminar: D.H. Lawrence Fall

A study of selected short stories, poems, critical essays, travel literature, a few novellas, and the major works of fiction, including *Sons and Lovers, The Rainbow,* and *Women in Love.* Mr. Price

EL 403 Seminar: Alfred Hitchcock Spring

The cinematic artistry of Alfred Hitchcock in a dozen of his major films (mainly from the 1950's, including *North by Northwest, Psycho, Rear Window, The Trouble with Harry, Vertigo)* with attention to Hitchcock's style and technique, his obsessive images (such as dangling over the abyss), and his characteristic themes (the transfer of guilt, the double, etc.), and with a focus on the figure of the artist in Hitchcock's work. This course will satisfy the seminar requirement for the Drama field. Mr. Bertolini

EL 404 Seminar: Origins Fall

We will consider texts and myths which attempt to account for the existence of human beings on earth. We will focus on works by Wordsworth (the "Intimations" Ode, "Tintern Abbey," and *The Prelude),* Darwin (excerpts from *Origin of Species* and *The Descent of Man),* and Freud *(Introductory Lectures, Civilization and Its Discontents,* and *Beyond the Pleasure Principle.)* The creation stories in Genesis and in Milton's *Paradise Lost,* Tennyson's *In Memoriam,* and contemporary scientific versions of evolution and the "big bang," as formulated by Stephen Jay Gould and Heinz Pagels, will also be studied. Up to 18 students may enroll. Mr. Elder and Mr. Pack

EL 421 Seminar: Shakespeare (WS) Spring

In this course we will examine closely the diction, images and psychological patterns in *Hamlet, Othello, Macbeth, King Lear, Antony and Cleopatra* and *The Tempest.* Special attention will be given to the themes of accountability and forgiveness. This seminar satisfies the Shakespeare requirement for English majors. Not open to those who have taken EL 321. Mr. Pack

WRITING

For EL 107 (Journal and Essay), 160 (The Structure of Nonfiction), 170 (The Structure of Fiction), and 175 (The Structure of Poetry) see descriptions under "Freshman Writing Courses," above; these courses are open, by permission, to upperclass students.

[TH 218 Intermediate Workshop: Playwriting I]

[EL 260 Intermediate Workshop: NonFiction]

EL 270 Intermediate Workshop: Fiction Fall, Spring

Study and practice in techniques of fiction through workshops and readings in short stories and novels. Emphasis will be placed on revision; individual conferences with the instructor will be arranged. (EL 107 or 160 or 170 or 175, and permission.) Mr. Lea, Mr. Martin

EL 275 Intermediate Workshop: Poetry Spring

Students are encouraged to experiment in different forms in order to broaden their sense of the expressive possibilities of poetic design and to enhance their own technique and style. The class will discuss samples of contemporary poetry and each other's work in the spirit of frank but helpful criticism. Emphasis will be placed on the revision of poems in the belief that the longer the imagination dwells on a poem's possibilities, the more powerful will be the resulting invention. Active participation in discussion is expected of all students. (EL 107 or 160 or 170 or 175, and permission.) Mr. Lea

[TH 228 Advanced Writing: Playwriting II]

EL 460 Advanced Writing Fall, Spring

Advanced workshop in poetry and prose primarily for students planning to do a senior essay or honors thesis in creative writing. (Two writing courses and permission.) Mr. Parini, Mr. Pack

SPECIAL PROJECTS

The department will consider applications from qualified students who wish to undertake special projects in literature, dramatic literature and writing. A student proposing such a project should, after discussion with a possible project director and with his/her adviser, submit a written proposal to the department office two weeks prior to registration.

EL 500, 520, 560 Special Projects Fall or Spring

Staff

SENIOR PROGRAM

The following courses are elected during the Senior year. See *The Senior Program,* above, for descriptions.

EL 700 Senior Essay Fall, Spring

EL 705 General Examination Winter

EL 710 Honors Thesis Fall, Spring

THE PROGRAM IN ENVIRONMENTAL STUDIES

The program in Environmental Studies provides a diverse interdisciplinary undergraduate major for students in graduate programs in Environmental Studies or Environmental Sciences. Because the major includes significant work in two divisions, students majoring in Environmental Studies are not required to take a concentration. The major may be supplemented by a series of optional foci which provide more flexibility to the student in the pursuit of career goals which do not include graduate studies in Environmental Studies or Environmental Sciences.

The major includes BI 190 (Ecology) or NE 320 (Northern Ecosystems), BI 311 (Ecosystems Analysis), BI 411 (Seminar in Ecology), CH 103 (Fundamentals of Chemistry I), CH 104 (Fundamentals of Chemistry II), EC 155 (Micro Economics), EC 365 (Environmental Economics) or EC 394 (Resource Economics) or NE 360 (Political Economy of Resource Management), GG 310 (Techniques of Environmental Analysis), GG 250 (Physical Earth Processes), MA 213 (Programming I) or MA 103 (Introduction to Computers), MA 112 (Mathematical Analysis I), and PS 200 (Theories and Methods of Political Analysis) of NE 152 (Public Policy in the Circumpolar North) or NE 370 (Northern Policy Studies) or PA 190 (Ethics and the Environment) or PS 104 (Introduction to American Political Processes.)

Optional foci include:

BIOLOGY	CHEMISTRY	COMPUTERS	ECONOMICS
BI 125	CH 241	MA 113	EC 210
BI 201	CH 242	MA 213	EC 355
or	CH 351	or	EC 365
BI 202	CH 412	MA 200	EC 470
or	or	MA 214	
BI 203	CH 431	MA 315	
or		or	

BIOLOGY	COMPUTERS
BI 230	MA 310,
BI 250	311
BI 216	
or	
BI 302	

GEOGRAPHY	GEOLOGY	PHYSICS
GG 211	GL 112	PH 109
or	GL 201	PH 110
GG 212	GL 252	PH 201
or	GL 381	PH 202
GG 215		PH 212
GG 320		
GG 330		
GG 411		
GG 450		

Senior Research is also possible under ES 500 (independent studies) and ES 700 (senior thesis). Those participating in the ES 700 course will be expected to make public presentations of their research and defend their theses before a committee including members of at least three departments participating in the major.

A student majoring in Environmental Studies and taking the courses of the biology focus will be eligible for certification as an ecologist by the Ecology Society of America if the student completes one semester of senior work and one year of professional work after graduation.

Students matriculating between September 1982 and September 1984 should work out their programs with the Director of the Environmental Studies Program.

ES 500 Independent Study
Fall, Winter, Spring

ES 700 Senior Thesis
Fall, Winter, Spring

FRENCH

Professors: Simon Barenbaum, Edward Knox, Nancy O'Connor (at Middlebury in Paris), Carol Rifelj *Assistant Professors:* Mireille Barbaud-McWilliams (on leave), Bethany Ladimer, Roddey Reid *Visiting Assistant Professor:* Beatrice Ness *Visiting Lecturer:* Philippe France *Visiting Instructor:* Stephanie Montgomery *Lecturer:* Huguette Knox

The French department considers competence in French to be the essential prerequisite to any advanced work. Most incoming freshmen are placed according to their ability in French and background in FR 201, FR 202 or FR 205. Beyond FR 205, courses in civilization, literature and further language study are available at the 200 and 300 levels.

The advanced level program at Middlebury is weighted somewhat towards literature rather than civilization while the reverse is true of the Junior Year program in Paris. Students particularly interested in French Civilization should consider FR 206, FR 222, FR 313 and literature courses designed with a major sociocultural component (FR 310, FR 311, FR 312, FR 315, FR 321). Other departments offer courses which deal in some depth with France: AR 102, 216, 305; HI 104, 346; PS 103, 107, 225, 406. Further civilization offerings are available in the Middlebury summer and Paris programs.

The School in France: Middlebury offers both year and semester programs in Paris. Qualified students from any academic department may apply. It is the department's expectation that majors in French will spend at least one semester in residence in France. Students who are interested in studying abroad who are double or joint majors or International majors, or who plan on participating in the Teacher Education Program, should consult the appropriate advisers as early as possible to avoid any conflicts in requirements. They should in any event contact the Dean of the French School before registering for their sophomore year.

Students planning to participate in the program in Paris must have completed two full years of college at the time they undertake their study abroad; they must have taken at least one course beyond FR 205 before going to Paris; and they must have an over-all average of at least B– and an average in French of at least B. We expect all applicants to demonstrate their commitment to French by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted. Students applying for a semester only are required to take FR 206. Applications for admission to the School in France, whether for the full year or one semester, should be submitted by January 31 if possible.

Required for the major: FR 205 or the equivalent, two (preferably three) courses from FR 206, FR 207, FR 208 and FR 209; at least four courses at the 300 level or above. Most courses taken in France will be at the 300 level. We expect our majors to have a balanced program in language, literature, and civilization. Total of no fewer than 10 courses, no more than 14.

In France, a major is expected to earn no more than five units (full year program) or three units (semester program) toward the major. The preliminary session in Paris does not count toward the major. During the senior year at least two advanced courses in French must normally be taken at Middlebury. College Board AP scores of four and five count toward graduation but not toward the major.

Joint Majors: A joint major's French component will normally represent at least seven courses in French, starting with FR 205 (or above) and including at least two at the 300 level. Some part of the joint major must demonstrate ability to function at an advanced level in both fields, as evidenced by at least one French course during the senior year.

Senior Independent Work: Upon completing at least two 300-level courses in the department, majors who are well-prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake a 500 or 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award Honors, High Honors, or Highest Honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

FR 101 Intensive Beginning French Winter

An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundations of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. This course is for students who have not studied French before. Staff

FR 102 Beginning French Spring

Continuation of FR 101, dealing with more complex French. Oral skills are stressed. (FR 101.)
Mr. Barenbaum

FR 201 Intermediate French Fall

An active and comprehensive review of language skills, with emphasis on the sound system and syntactical problems. Designed for students whose background in French is limited or shaky.
Staff

FR 202 Intermediate French Fall, Spring

Follows FR 201. The course will provide a thorough review of French Grammar while introducing readings and practice in oral comprehension and production. Ms. Montgomery, Ms. Rifelj

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students.

This requirement for the major may be satisfied by placement at a higher level. Staff

At least two of the following four courses:

FR 206 Introduction to Contemporary France Fall, Spring

An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors; language appropriate to situating them in context; and the ability to analyze documents involving such themes. (FR 205 or placement.)

Mr. Reid, Ms. Knox

Each of the following three courses is a survey of some of the major figures and trends in French poetry, theater or prose, designed to acquaint the student with the history of the genre, the technical problems involved and the use of French critical terminology in the study of literature. As noted, students are strongly advised to take the corresponding "Introduction" course before enrolling in an advanced course.

FR 207 Introduction to French Poetry Fall

(FR 205 or placement.) Ms. Ness

FR 208 Introduction to French Theater Fall, Spring

(FR 205 or placement.) Staff

FR 209 Introduction to French Prose Fall, Spring

(FR 205 or placement.) Staff

LANGUAGE, LITERATURE, AND CIVILIZATION

[FR 112 Humanists and Heroes]

[*FR 115 Realism: French Fiction from Stendhal to Proust]

***FR 120 Women Writers in France** Spring

This course will focus on women as seen by major women writers in France over 300 years. We shall seek to understand the evolving portrait of woman, including her place in society, her relationships with men, the family and the work of work outside the home. We will look at explicit and implicit statements about traditional female roles as well as reflections on the need for change. We shall finally explore relationships between this subject matter and the literary and semantic strategies adopted by the authors. Texts by Sand, Colette, Beauvoir and others. Ms. Ladimer

FR 215 Improving Writing in French Spring

This course will be devoted to developing the student's ability to write clear, nuanced and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructor recommends such work before courses at the 300 level. (One course 206-7-8-9. Others by permission.)

Staff

FR 222 Facets of a Changing France Spring

Newspapers, magazines, texts and films will present in a variety of facets the image of a changing country. The main part of our classroom work will be oral: reports and discussions by individual students and small groups. (FR 206 or special permission.) Mr. Barenbaum

[FR 305 Advanced Practice in Written French]

FR 309 Renaissances in Sixteenth Century Literature Spring

This course will be devoted to the study of sixteenth century literature in France. Generally defined as the "siecle de la Renaissance", the sixteenth century is in fact one of many "renaissances", which explains our plural form in the title. We shall therefore consider how man, knowledge, writing and all aspects of the literary experience are affected by this powerful movement of renewal. Texts by Rabelais, Ronsard, DuBellay, Montaigne.

Mr. France

[FR 310 Literature and Society in the Ancien Régime]

[FR 311 Voltaire, Diderot and the French Enlightenment]

FR 312 The Eighteenth Century Novel and the Image of Women Spring

We will attempt to place selected novels in the historical and cultural context of the *ancien regime* as well as studying the ways their narrative forms, style, and themes structure their vision of women.

Readings will include novels by Voltaire, Diderot, Rousseau, Sade, and Laclos. (French 209 recommended.) Ms. Rifelj

[FR 313 Topics and Problems in Contemporary French Civilization]

FR 315 The Nineteenth Century Novel Fall

The course will study major novels of Stendhal, Balzac, Flaubert, and Zola, including an examination of the interrelations of literary works and sociocultural conditions. (FR 209 recommended.) Mr. Reid

[FR 316 Nineteenth Century Poetry]

FR 317 Twentieth Century Drama: L'Acte et la Parole Spring

An examination of the literary and theatrical expression of a twofold crisis in 20th century French drama: the possibility, or impossibility, for meaningful action or speech. In this perspective we will study the resurgence of myth-making and the vision of the absurd. Works by Cocteau, Anouilh, Sartre, Ionesco, Beckett and Duras among others. (FR 208 recommended.) Mr. France

FR 320 The Twentieth Century Novel Fall

A consideration of characteristic themes in the 20th century novel (space, time, the role of human endeavor, etc.). We will also investigate the mission and responsibility of the modern writer and the possible answers to such questions as: Why does one write? For whom? Authors will include Proust, Breton, Sartre, Camus and Butor. Ms. Ladimer

FR 321 From the Baroque to the Classical Stage Fall

A study of the French theater during the periods of Louis XIII and Louis XIV: the times, the companies, the publics and the playwrights. Plays by Corneille, Molière, and Racine will be read and discussed. (FR 208 recommended.) Mr. Barenbaum

[FR 324 Culture and Identity in Francophone Literature]

[FR 442 Workshop in French Radio]

FR 500 Independent Projects Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained well in advance of registration for the semester in which the work is to be done. FR 500 projects or essays proposed by senior majors for honors must be approved by the department as a whole. Staff

FR 700 Senior Research Fall, Winter, Spring

For Senior majors who are candidates for Departmental Honors. Students should seek out an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. Staff

FR 704 Senior Seminar: Topics and Problems in Contemporary French Civilization Fall

The course will focus this year on a recent epoch of French history which has become a central though perhaps unacknowledged symbolic point of reference in French political, cultural and economic discourse today: the 60's. A period of marked social change and upheaval, its legacy is still felt in the 1980's. The course will explore in detail such topics as decolonization, the rise of consumer society, the student movement, "mai 68," and the new aesthetics in film and the novel with a view towards giving students a sophisticated understanding of both the realities and myths associated with this period. (Limited to seniors.) Mr. Reid

FR 705 Senior Seminar: Symbolism Spring

A study of symbolism as a major cultural movement. Readings will include the poetry of the French symbolists (Baudelaire, Rimbaud and Mallarme), as well as prose and drama. Discussions will touch on other currents of the movement in art, music and philosophy, and will attempt to place it in an historical context. Ms. Rifelj

See also Division of Foreign Languages and Freshman Writing Program.

*Foundations Course

GEOGRAPHY

Associate Professor: Robert Churchill (chairman) *Assistant Professors:* Ron Liebowitz (on leave fall and winter terms), Tamar Mayer *Visiting Instructor:* Paul W. Blank

Geography is concerned with describing and analyzing spatial patterns and with understanding the processes by which spatial form changes through time. In pursuing these concerns geographers have customarily carried out their studies in many different cultures and environments; consequently there has been a strong emphasis upon international as well as regional and local studies. Moreover, the diversity of economic, social, political, and physical variables involved in spatial studies has created many interdisciplinary links. Finally, geography has a tradition of service to society. Geographers serve as policy

makers in business and in local, state, and national government, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

Required geography courses for the major in Geography: Ten geography courses are required to complete the major. These include 1) an introductory course (GG 100), 2) the core sequence (GG 250, GG 310, GG 320, GG 330), 3) two seminars (from courses in the 400's), and 4) three other geography courses at least two of which must be numbered between GG 100 and GG 250.

Required cognate courses for the major in Geography: Students in consultation with their advisers will design a cognate curriculum, which must include at least one mathematics course (for example, the foundations course MA 105 would be appropriate for those with only three years of secondary school mathematics).

Departmental Honors: Students who seek to earn Honors are required to write a thesis. An Honors thesis proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposed topic is approved, the student may register for GG 700. After an evaluation of the thesis, Honors are conferred or denied on the basis of 1) the grade assigned to the thesis and 2) compliance with the rules stated under Departmental Honors in the Handbook.

INTRODUCTORY COURSE

***GG 100 Geography: A Modern Synthesis** Fall, Spring

An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national, and world problems are stressed. 3 hrs. lect., 3 hrs. lab. Open only to freshmen and sophomores. Ms. Mayer (Fall) Mr. Liebowitz (Spring)

CORE COURSES

GG 250 Physical Earth Processes Fall

Study of physical processes that govern the temporal and spatial distribution of climatic, topographic, and soil resources. Emphasis is placed on ways in which human activity affects and is affected by these physical resources. Laboratory and field problems are included as an integral part of the course. 3 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 310 Quantitative Methods in Geography Fall

An introduction to quantitative techniques used in studying spatial variation of environmental phenomena. Particular emphasis is placed on the geographer's use of the modern digital computer in analyzing spatial data. Topics include data collection, data description and presentation, and data use and interpretation. 3 hrs. lect., 3 hrs. lab. Staff

GG 320 Cartography and Graphics Spring

An introduction to the compilation, design, production and use of functional maps and graphics with emphasis on both the practical and theoretical aspects of analysis and cartographic representation of qualitative and quantitative spatial data. Various data sources including enumerative statistics, remote imagery, and maps are used as base for compilation of a variety of general and thematic maps e.g., outline maps, hazard risk maps, land-use maps and statistical surfaces. (GG 310 or equivalent recommended.) 2 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 330 Research Methods in Geography Spring

An examination of geographic problem definition, methods of data collection, and scientific methods of problem solving. The course is an intensive writing course and employs faculty tutorials to provide close supervision of writing. 2 hrs. lect., 1 hr. tutorial. Staff

GG 400-level Seminars Fall, Spring

Seminars are to provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Four seminars are identified: economic, urban, physical, and topics in Soviet geography. Seminar descriptions will be provided for each registration period.

GG 411 Seminar in Economic Geography Fall Staff

GG 412 Seminar in Urban Geography: Women and the City Spring

The topic of the seminar in urban geography this term will be women and the city. Cities are cultural creations. They *reflect* and *reinforce* the ideology of the society that created them. By investigating the city, it is possible to understand societal assumptions and attitudes about race, class and *gender.* In the seminar we will explore these assumptions with respect to *women.* We will examine, through spatial temporal distribution, access to facilities, the retail structure and the housing market, the "appropriate" behavior for women. Questions of work, transportation, urban design and policy making will also be explored. Ms. Mayer

[GG 415 Seminar in Political Geography]

[GG 422 Seminar in Soviet Geography]

GG 450 Seminar in Physical Geography Fall
Mr. Churchill

NON-CORE COURSES

GG 210 The Geography of Development Spring

An examination of development and underdevelopment from a geographical perspective. Topics to be discussed include problems of regional growth and inequality, the role of urbanization in development, international trade and development, regional development planning, and environmental constraints and problems. 2 hrs. lect., 1 hr. disc.
Staff

GG 211 Economic Geography Spring

An examination of the character, evolution and distribution of economic activity, stressing the determinants of locational behavior associated with agricultural, commercial and industrial activities. Regional economies from both the more and less developed worlds will be selected for spatial analysis. Staff

GG 212 Urban Geography: Patterns, Problems and Policies Fall

Geographical analysis of urbanism and urbanization including the structure and mechanics of the urban space-economy. Particular attention is placed on significant problems of cities in both the developed and underdeveloped world, and on policies for addressing these problems. 2 hrs. lect., 1 hr. disc.
Ms. Mayer

GG 213 Population Geography Fall

Population geography seeks to explain the spatial patterns of selected demographic characteristics (e.g., fertility/natality, mortality, and migration) and advance theories as to (1) why the patterns occur where they do; (2) what the processes are that create the patterns; (3) why the processes and patterns diffuse as they do; and (4) what effects the changing patterns of selected demographic characteristics have on a population. The purpose of this course is to provide the student with a basic understanding of population dynamics. Topics to be covered include (1) population practice, policy, and theory; (2) demographic data—a basic source of statistics, how are they collected and processed; population composition—age, gender, and ethnic compositions; and population dynamics—mortality, natality, migration, and population change. Lecture course, discussion encouraged. Staff

GG 215 Political Geography Fall

This course examines both the political organization of space and the politics of spatial organization at three levels of analysis: international, national, and local. Issues to be analyzed include: 1) sovereignty—changes over time in its definition and recent attempts by the Laws of the Sea Conferences to reach agreement on yet another definition; 2) provision of goods and services by and within local government jurisdictions, including examination of efficiency and effectiveness of various organizational structures; and 3) representative government with emphasis on different plans of representation, representativeness of U.S. institutions, and evaluation of geographically based interest representation. Staff

[GG 220 Middle East and North Africa]

[GG 221 South and East Asia]

GG 222 Contemporary Geography of the Soviet Union Spring

This course will concentrate on contemporary Soviet society, analyzed in its spatial context. Included in our coverage will be the administrative structure of the state; the economic organization of space, which will include an historical overview of economic policy, the laws of socialist and Soviet development and agricultural policies; and a section on the demographics of a stratified multinational society, which will address the economic and political implication of policies intended to lessen some of the recognized demographic imbalances. Three (3) one-hour lectures weekly, discussion expected. Mr. Liebowitz

GG 230 Social Aspects of Environmental Conservation Spring

This course examines the development of environmental conservation in the U.S. and in lower developing countries (LDCs). The course is divided into three parts: the first part deals with historical approaches and cultural responsiveness to the environment, the perception of wilderness, and the history of the conservation movement. The second part deals with specific issues including National Parks and Forests, water, energy, acid rain and toxic waste. The final part of the course focuses on environmental conservation in LDCs. Issues of war and the environment, development and underdevelopment, and population and resources are covered. Lect./disc. Ms. Mayer

GL 252 Geomorphic Processes Spring

(See description under Geology department listing.) Mr. Churchill

[GG 253 Natural Hazards]

GG 254 Weather and Climate Fall

A systematic examination of atmospheric processes that control weather and climate. The ways in which human activities depend upon climate are emphasized as well as ways in which those activities may intentionally or inadvertently alter weather and climate. 3 hrs. lect., 3 hrs. lab.
Mr. Churchill

GG 500 Research in Geography
Fall, Spring
Staff

GG 700 Senior Research
Fall, Winter, Spring
Staff

*Foundations Course

GEOLOGY

Professor: Brewster Baldwin *Assistant Professors:* Raymond Coish (chairman), Peter Goreau (on leave), Lucy Harding *Instructor:* J. Murray Journeay *Visiting Instructor:* Kathryn Gingerich

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide those students who may wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory supported inquiry of problems in all facets of earth science, especially petrology and tectonics. Students are encouraged to develop ways of actively examining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geologic process to the origin and evolution of global tectonic patterns integrating data from the world's oceans and continental areas.

The department's introductory courses include: Elements of Oceanography (GL 161) and Global Tectonics (GL 170). These introduce students to active research areas in geological science and are vehicles for acquiring the basic understanding of processes which have shaped the earth. Students can enter the program in geological science through either of these courses, and may then concentrate in these or other areas depending on where their interests develop. GL 170 has been designated a Foundations course; it is offered in fall and spring terms.

Students are expected to have completed at least one of the four introductory level courses before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced courses (200 and 300 series) and less formal seminars (400 series) designed to encourage independent study of specific topics. No specific course (except senior research) is required. However, Bedrock Geology of Vermont (GL 201) and Mineralogy (GL 211) are strongly recommended for students majoring in geology. Work in the geologic sciences culminates in a senior thesis that consists of an original contribution based on field and/or laboratory investigations by the student. There is a great deal of flexibility in programs possible in earth science and students contemplating concentration in geology must consult with faculty to plan their individual academic programs.

The program for a geology major shall consist of 11 courses within the department. These must include a 400-level course and 2 units of senior research-thesis, and may include no more than 2 courses at the introductory level. Interdisciplinary concentration is encouraged, and a maximum of 3 nonintroductory level courses in cognate sciences may be counted toward the 11-course requirement for the major.

Students planning to major in geology are required to complete four courses, (not all in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Graduate schools require additional cognates. Students should consult with their advisers for selection of specific courses.

Departmental honors in Geology are given only for outstanding contributions in original research, and are in no way related to grades in courses, etc., except within the guidelines of the *College Handbook*.

GL 112 Environmental Geology Spring

Analysis of examples that show geologic constraints of man's activities. Emphasis is on water supply, ground-water hydrology, and water law. Other examples examine landslides, earthquake prediction, oil-field blowouts, and non-renewable mineral resources. Some examine man's responses, as individuals, social groups, and governmental agencies. Laboratory: use of topographic and geologic maps for environmental planning; field mapping of local environmental problems. 3 hrs. lect., 3 hrs. lab. Ms. Harding

***GL 152 Geologic Time** Spring

The geologic record provides a sense of time that goes far beyond human experience. We know of landslides and other catastrophic events. Yet, ocean basins open at the rate a fingernail grows; other

geologic processes are even slower. How has order been made from the rocks formed during eons of geologictime? How fast are mountains formed—and then eroded? How do we date rocks in order to answer these questions? What changes have there been in our growing comprehension of the geologic record? Laboratory: study of invertebrate fossils; problems in analysis of the sedimentary record through time; field problems. 3 hrs. lect., 3 hrs. lab.
Mr. Journeay

GL 161 Elements of Oceanography Fall
Oceanographic exploration introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. 3 hrs. lect., 3 hrs. lab. Staff

***GL 170 Global Tectonics** Fall
Sea-floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab.
Mr. Coish

GL 201 Bedrock Geology of Vermont Fall
A course designed to introduce geology majors to methods of describing rocks in the field and laboratory, and to interpretation of the origin of rocks. Six field problems (combining class and lab time) are supported by lectures on classification and meaning of rocks, and on aspects of Vermont geology not seen in the field. Emphasis on descriptive writing and on use of data to support interpretation in field reports and final report. The last few labs are an introduction to invertebrate fossils. 3 hrs. lect., 3 hrs. lab. (An introductory geology course and permission.) Ms. Harding

GL 211 Mineralogy Fall
A course in the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, optical mineralogy, X-ray analysis and electron microprobe analysis. Laboratory: study of minerals in hand specimen and thin section; use of X-ray diffraction and electron microprobe in mineral analysis. 3 hrs. lect., 3 hrs. lab. (An introductory geology course.) Mr. Coish

GL 222 Natural Resources of South Africa Spring
This course explores South Africa's diverse mineral production. Economic geology, on which the political structure of the country is built, includes deposits of gold, diamonds, platinum, chromite, and coal. The origin and production of these different kinds of mineral resources will be discussed. In addition, some geologically ancient rocks in Swaziland give an insight into the early history of the earth and early one-celled life. Permian fossil plants and vertebrates, and glacial deposits, are common to other continents of the southern hemisphere; this has long been used as strong evidence for break-up of a mega-continent, and continental drift. Students will write papers related to South Africa's resources. Mr. Baldwin

GL 252 Geomorphic Processes Spring
An investigation of landforms and surficial deposits in terms of processes (weathering, mass wasting, erosion, transportation and deposition) and geologic agents (running water, glacial ice, shorezone currents, wind, and man). Field and laboratory work will be directed to a reconnaissance of the glacial and post-glacial history of west-central Vermont. 3 hrs. lect., 3 hrs. lab. (GL 112, or GL 161, or GL 170, or permission.) Mr. Churchill

GL 321 Sedimentary Rocks Fall
An overview of the tools used in determining plate tectonic settings of sedimentary rocks. Lectures cover depositional systems and facies relationships, stratigraphic principles, origin of sedimentary structures and textures. Labs include methods in sedimentary basin analysis, sedimentary petrology and fossils. 3 hrs. lect., 3 hrs. lab. (One geology course.) Ms. Harding

GL 322 Igneous Petrology Spring
An inquiry into the origins, tectonic settings, and evolutions of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of the igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. 3 hrs. lect., 3 hrs. lab. (GL 211.)
Mr. Coish

GL 332 Metamorphic Petrology Spring
An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Discussions will characterize the progressive metamorphism of sedimentary and igneous rocks. Emphasis will be placed on the interpretation of metamorphic processes in terms of tectonic environment. The use of metamorphic histories to understand tectonic events will also be discussed. 3 hrs. lect., 3 hrs. lab. (GL 211.)
Mr. Journeay

GL 342 Marine Geology Spring
The oceans cover over 70% of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology

of the oceans. Laboratory: synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. 3 hrs. lect., 3 hrs. lab. (GL 161, or GL 170.) Staff

GL 381 Structural Geology Fall

The behavior of earth materials in a dynamic earth. Geometric and kinematic analysis of deformed rocks. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in selected field locations: quantitative analysis and interpretation of deformation as seen on maps and aerial photographs: stereographic analysis of complex fabrics from varied local field areas. 3 hrs. lect., 3 hrs. lab. (A geology course or permission.)
Mr. Journeay

GL 382 Geophysics Spring

An introduction to the physical nature of the Earth from two perspectives: i) Whole-Earth Geophysics: the large-scale properties of the planet, including formation, structure, gravity, orbital properties, and seismology, and ii) Geophysical Exploration: acquisition and interpretation of geophysical data derived from surface and satellite-based observation. 3 hrs. lect. (PH 109 or permission.)
Staff

GL 401–404 Seminars

These seminars provide experience at an advanced level in such areas as field techniques, laboratory techniques, geologic literature and geologic writing. Each course meets once a week and focuses on some aspect of geologic research. A research seminar is required of all geology majors in their junior or senior year. The seminars are open to others by permission.

GL 401 Stratigraphy and Tectonics Fall

A seminar focusing on petrologic, field, and literature study of sediments and structures of the Champlain Valley area. Topics include depositional environments of Cambro-Ordovician carbonate platform, timing and significance of the Champlain Thrust, evolution of the Green Mountain Front, the Taconic Orogeny, and the buoyancy of the Adirondack Mountains. (Permission.)
Ms. Harding

GL 402 Geochemistry Spring

An advanced course in the use of elemental analysis to interpret the origin of rocks. Literature survey of current geologic problems in geochemistry. Instruction in analytical techniques. (Permission.)
Mr. Coish

GL 403 Mountain Systems—Structural and Thermal Evolution Fall

A seminar/field research course which focuses on the internal geometries, mechanics, kinematics and thermal histories of mountain systems. Emphasis will be on current problems related to the origin of the Adirondack and Green Mountains. (Permission.) Mr. Journeay

GL 404 Modern Processes Fall

The present as a key to the past, and the past as a key to the present. An advanced seminar on modern processes and the nature of change in the geological environment. Work includes field, laboratory and library research. (Permission.) Staff

GL 500 Readings and Research Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 700 Senior Research

A two-unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

GL 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring
Staff

GERMAN

Professors: Thomas Huber (chairman), Kimberly Sparks (in Mainz 1986–87), Van Horn Vail *Visiting Assistant Professor:* Mary Brodnax *Lecturer:* Constance Kenna *Assistant:* Maria Stein

Departmental students are normally expected to take eight courses in German literature. Since all higher-level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the department. The department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. Credit for Advanced Placement is only given for the top two scores, a high score on the departmental placement test and a placement conference with the student. The department expects that all majors will have had at least one semester in a German-speaking country by the time they graduate. Junior majors will normally spend the second semester at the Johannes Gutenberg-Universitat in Mainz.

Prerequisites for study abroad: For the program in Mainz at least two courses above GN 202. For other programs, at least three courses above GN 202, one of which must be taken during the academic year. Students must have junior standing by the time they begin their studies abroad. General Programs Abroad Committee guidelines apply.

There is no comprehensive examination in the senior year.

Honors: To be a candidate for honors, a student must have an average of at least B– in German. Honors work is normally done during a student's last semester at Middlebury. Students have the option of doing either an independent thesis or a project.

GN 101 Elementary German Fall

The course consists of three lectures, three drills and laboratory. The lectures pre-drill the student, i.e., students are guided through the exercises they are to prepare for the following day's drill. *Drills:* drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Students take continuing German as their winter term course.
Staff

GN 102 Elementary German Spring

Course format as GN 101. Upon completion of German grammar reading materials and audio-visual materials will be introduced. (GN 101 plus winter term continuing German or equivalent.)
Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about ten students. It begins with comprehensive grammar review; this is followed by a phase in which literary texts are used as a basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

GN 202 Advanced German Spring

Course-format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

GN 303 Stylistics Fall

Exercises in various styles of written and spoken German, using source materials from German TV, newspapers and magazines. Students will study language and style in documentary writing, news reporting and analysis, advertising and other areas of mass media. Systematic expansion of vocabulary with emphasis on idiomatic usage and special attention to correctness of grammar. Ms. Kenna

GN 305 The German Novelle I Spring

This course will investigate and analyze narrative German prose as it develops through the late 18th and 19th and early 20th centuries. It will also function as a survey course examining several literary periods in the light of works that it produced. In addition, to Novellen; Romananfänge (the beginning chapters of novels) will be studied, allowing the student meaningful access to highly significant works which the undergraduate would rarely ever read in German in their entirety (e.g. Goethe's *Wilhelm Meister*, Thomas Mann's *Der Zauberberg*, Kafka's *Der Prozess*). (Readings have no overlap with GN 306.) Mr. Vail

[GN 306 The German Novelle II]

[GN 307 The German Novelle III]

[GN 310 German in Its Cultural Contexts]

[GN 315 German Drama]

[GN 321 Business German and German Business]

GN 341 Modern German Drama Spring

The resurgence of German drama after World War II will be the center of discussion. Plays to be analyzed include works by Bertolt Brecht, Carl Zuckmayer, Max Frisch, Friedrich Diirrenmatt and Peter Weiss. As some of the post-war developments are closely linked to the vise of the visual media, film- and TV-productions will be analyzed as well.
Mr. Huber

[GN 401 Emergence of German as a Literary Language]

[GN 402 Establishment of German as a Literary Language]

GN 406 Romanticism Fall

The course will provide the student with techniques for examining a period in depth. The emphasis will be on narrative forms. The course will give the student a basis from which to understand themes and forms as they are carried forward into the 20th century. (Open to all students who have had GN 202 or its equivalent.) Mr. Vail

GN 410 German Lyric Poetry Fall

Students will analyze an anthology of German poetry from the age of Goethe to the present time. Emphasis will be placed on the interaction of form and content, the role of imagery and recurring themes. Students will write 3 critical papers on selected texts, one of these papers will deal with a theoretical issue. Mr. Huber

[GN 414 Modern German Historical Fiction]

[GN 418 Theodor Fontane: Stories of Love and Society]

GN 420 Topics in German Cinema: The Birth of the German Cinema Fall

While developing a German film vocabulary, students will learn and apply techniques of film analysis by studying the German cinema. Using film history as a framework, the course will emphasize the reception of the cinema in Germany as an art and a cultural institution. Selected film theory topics will be included. Screenings, lectures, readings, oral reports, short essays, and one longer paper—in German. Films included for Fall 1986: *Das Kabinett des Dr. Caligari; Nosferatu; Dr. Mabuse, der Spieler; Metropolis.* Ms. Brodnax

[GN 421 Modern German Drama]

[GN 430 Vienna—Culture and Literature (Senior Seminar)]

[GN 431 Berlin—Culture and Literature]

GN 500 Independent Study

GN 800 Honors Project

See also Division of Foreign Languages.

HISTORY

Professors: Travis Jacobs (chairman), Nicholas Clifford (on leave), Marjorie Lamberti, John Spencer (on leave, fall and winter), Pardon Tillinghast *Associate Professors:* David Macey, John McCardell *Assistant Professors:* Barbara Bellows, Stephen Homick (Dana Faculty Fellow) *Visiting Assistant Professors:* Richard Allen, Susan Gray, Paul Monod, Don Wyatt

The Department of History seeks to teach students to think and express themselves clearly and to ask the right questions of themselves and the world around them. It believes, therefore, that training in research, critical analysis, and writing is extremely important. Many majors attend professional schools, especially in law, business, and international relations; several majors each year receive either an elementary or a secondary school Teaching Certificate while at Middlebury.

The department offers two Foundations courses (HI 103 and HI 104), and it offers broad geographic coverage, including courses in African, East Asian, Latin America, Middle Eastern, and Russian History, as well as courses in American and Early and Modern European History.

The History major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. The department does not require a common core of knowledge which students are expected to have before they graduate; it does believe, however, that a knowledge of different areas is necessary. Each major must take before graduation at least one course in each of the following four groups: 1) HI 103 or 104; 2) HI 203; 3) a course in European history (including Russian); 4) a course in the history of Asia, Africa, or Latin America. At least one of the courses offered toward the major must cover a period before 1800. Normally in the junior year the student will take a reading course and a research seminar, both at the HI 400 level; students going abroad may postpone the reading course but not the research seminar until senior year.

Required for all History majors: At least twelve courses (winter term senior thesis study will be counted, and one other winter term History course may be counted) including: courses in the four groups, at least one course from the period before 1800, a reading course, a research seminar and a two semester senior thesis. Students planning to spend all or part of the junior year abroad should consult with the department *before* the second semester of the sophomore year. Students interested in combining a history major with the Teacher Education Program should ensure through consultation with both the program and the department that they will have no conflicts in their schedules. With the permission of the department, up to two cognate courses in historical aspects of other disciplines many be counted for credit towards a major in history.

Joint Major: A student who is a joint major in History and another department must offer a total of at least eight courses in History chosen in consultation with a faculty adviser. Cognates are not allowed. A student must offer at least one course in two of the three subfields, and one course must cover the period before 1800. Ultimately the choice of courses should depend upon the need for the student's program to achieve an intellectual coherence and integrity. Joint majors must take both a reading and a writing seminar or equivalent (HI 500) and must complete a two-term thesis combining the skills of both major disciplines. The department believes that in many cases the requirements of a double major are only a little more difficult to fulfill and can prove much more intellectually satisfying.

Honors: A student must have at least a B average in History Department courses and must have an oral examination on the senior thesis, HI 700 and receive at least a grade of B+.

International Major: At least four courses, including the Research Seminar (spring term) and course(s) on the country of study; normally four courses in history at a Middlebury School Abroad or an approved equivalent; two-semester thesis (in English), plus an advanced course in the language department. Minimum of ten courses.

HI 100–399 Lecture Courses

These courses generally meet for two one-hour lectures and a one-hour discussion section (12–18 students) each week; in addition to examinations, these courses require a formal paper.

HI 401–419 Readings Courses

Unlike the courses below the 400 level, which are primarily lecture courses, the readings courses are smaller group discussions of particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors prior to completion of junior year. Note that normally HI 500 cannot be used to fulfill the readings course requirement.)

HI 420–429 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course the student writes a long paper on a subject of his choosing in consultation with the instructor. The research seminar is required of majors in their junior year and is open to others by permission. The department may permit a student to write an equivalent research paper in a field not covered by the research seminars, in order to fulfill this requirement; in this case he should register for HI 500. HI 500 projects in American history need permission to fulfill the research seminar requirement.

HI 700 Senior Independent Study Fall, Winter, Spring

All senior history majors will write a two-semester thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information on the nature of the thesis is available from the department. Staff

HI 705 Teaching Assistantship Fall, Spring

Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

FOUNDATIONS COURSES

***HI 103 Individuals and Organizations** Fall

A consideration of four situations in two-week blocks, where an individual or a group challenged an aspect of prevailing mores. Stress will be placed on how to use primary materials. The four blocks will be interspersed with readings that discuss the problem of just what kind of an intellectual activity history is. The course is not intended to prove any theory so much as to open students' minds to how people behaved, in specific situations, during the medieval and early modern periods in European history. No seniors will be permitted in the course. There will be one section, limited to 15 students, that will fulfill the freshman writing requirement. Mr. Tillinghast and Staff

***HI 104 Modern Revolutions** Spring

This course will study four major social revolutions that have shaped the world we live in—the French Revolution at the end of the 18th century, the Russian and Chinese Revolutions in the first half of this century, and the anti-colonial revolution of the post-World War II era as exemplified by East Africa—and the principal theorist of revolution, Karl Marx. At the same time, while exploring the diversity of these historical experiences and the cultures within which they occurred, the course will adopt a consistently comparative approach designed to unite them within a single conceptual framework. Conducted in lecture/discussion format, with lectures presented by Professors Macey, Monod, Homick and Spencer, according to their area of specialization.

Mr. Macey and Staff

LECTURE COURSES

HI 203 United States History, 1492–1861 Fall

A survey of American history from Old World origins to the Civil War. The coverage will be thematic and topical, with emphasis upon selected political, social, and intellectual developments. (One section of this course, limited to 15 students, will fulfill the freshman writing requirement.) Students receiving AP credit in American history may take HI 203 for credit. There will be one section, limited to 15 students, that will fulfill the freshman writing requirement. Mr. McCardell and Staff

HI 204 United States History, 1861–Present Spring

A survey of American history from the Civil War to the present, with special attention to the impact of industrialism upon social, political, and intellectual activity. A continuation of HI 203, but an independent course; there are no prerequisites. Students with AP credit in American history may *not* take HI 204 for credit.

Mr. McCardell and Staff

HI 214 Society and Culture in Western Europe, 1500–1800 Spring

These three centuries saw the creation of the modern western European consciousness. The 1500s witnessed the breakdown of the medieval Church; the 1600s brought widespread social and political upheavals; the 1700s were marked by new intellectual and economic challenges to the old order. The course will discuss the major developments of this period, from the Reformation to the "crisis of the seventeenth century" and the Enlightenment. It will also concentrate on certain important themes: the changing role of religion, the significance of popular culture, the structure of the family, the problem of poverty and the growth of towns. Mr. Monod

HI 215 History of Modern Europe, 1800–1900 Fall

A social and cultural history of Europe in the 19th century emphasizing the manifold changes that are called "modernization." The political upheavals, class conflicts, and ideologies of the age will be studied in the wide context of society undergoing transformation. Going beyond the ruling elites and the middle class, the course examines also the inarticulate common people, the culture of the rural peasant family and the lives of urban working-class men and women. Miss Lamberti

HI 216 History of Modern Europe, 1900–1968 Spring

A study of Europe in the 20th century concentrating on the origins and the impact of the First World War, the rise of fascist movements and the Nazi dictatorship, the Bolsheviks in power and the triumph of Stalinism, the outbreak of the Second World War, the effects of the peace settlement and the coming of the cold war, and Europe's economic recovery from the devastations of war and quest of unity. Miss Lamberti

[HI 225 The Foundations of Modern Africa]

HI 226 Modern Africa Fall

Beginning with the European powers' scramble for African territory in the last quarter of the 19th century, this course analyzes the evolution and behavior of nation-states in sub-Saharan Africa, with particular emphasis on the post-1960 years of independence. Mr. Allen

[HI 235 Modern East Asia: 1750–1912]

Offered in 1987–88.

[HI 236 Modern East Asia: 1912–1976]

Offered in 1987–88.

HI 238 Modern Middle East History Spring

An introduction to the history of the Middle East with particular emphasis on the evolution of the Arab-Israeli confrontation. Mr. Spencer

HI 247 Russian History to the Great Reforms Spring

The single most important characteristic of Russian history has been the role of the state and its ruler, the "Emperor of All the Russias." This introductory course will focus on the origin and development of the centralized Russian state and its autocratic system of government, and the relationship between these processes and the evolution of particular social groups. It will be organized topically around a series of specific problems including: Was there a Kievan State? the rise of Muscovy; the subordination of noble and peasant; Orthodoxy, nationalism and the West; modernization and the rise of the "state" concept; enlightened absolutism or noble ascendancy; who is the opposition: bureaucracy or intelligentsia; the cursed question: how to emancipate the peasant; the nature of Russia under the Old Regime. Mr. Macey

[HI 248 Russian History from the Great Reforms to the Present]

Offered in 1987–88.

HI 285 Colonial Latin America Fall

This course will treat the discovery, conquest, and colonization of the New World by Hispanic peoples. Such topics as the pre-Columbian Hispanic and Amerindian worlds, the process of conquest and colonization, and the evolution of colonial Hispanic-American society and culture will be examined at length. Brazil will be presented as a Portugese counterpoint to Hispanic colonization in the New World. The course will end by focusing on the wars of independence and the birth of the modern Hispanic-American republics. Mr. Homick

HI 286 Modern Latin America Spring

This course will survey the history of Latin America from independence to the present. While narrative and chronology will have their place, the course will emphasize a number of critical themes: the role of the environment; the political legacy of independence; economic and social development; acceptance of or resistance to internal and external change; and the course of relations between the Latin American republics and the industrialized nations of Europe and the United States. A special focus on the Caribbean basin and Central America will round out the course. Mr. Homick

HI 331 Imperial China Fall

The history of China from her cultural beginnings up to the conflicts with the West in the 1840s. Special attention will be directed toward the social, institutional and intellectual events such as dynastic succession and bureaucratic centralization that were key constituents shaping China's traditional period of development. Mr. Wyatt

HI 332 Modern China Spring
The history of China from the mid-nineteenth century to the present. Concentration on the problems of modernization, the rise of Mao as charismatic leader, and the building of an agrarian communist nation-state. Particular consideration will also be given to contemporary social, political, and economic conditions in the People's Republic of China.
Mr. Wyatt

HI 333 Chinese Intellectual History Spring
A survey of the dominant intellectual trends in China from the competing schools of the 5th century B.C. to the adoption and adaptation of Marxist thought. Major early alternatives to Confucian ideology (such as Taoism, Mohism, and Legalism) will be stressed. Individuals and their ideas will be discussed with specific reference to their historical contexts and implications. Mr. Wyatt

[HI 335 Traditional Japan]

HI 336 Modern Japan Fall
The emergence of Japan as a modern nation, the social dimensions of industrialization, political opposition and party conflict, the expansion and decline of the Japanese colonial empire, and the remarkable economic advance on the world market following World War II. Mr. Wyatt

HI 339 History of Southern Africa Spring
A close examination of Southern Africa—Angola, Malawi, Mozambique, South Africa, Zambia, and Zimbabwe—from the time of the first African political groupings (before the arrival of white Europeans) to the present. Mr. Spencer

[HI 341 The Civilization of the Dark Ages]
Offered in 1987–88.

[HI 342 The Medieval Outlook, 1050–1300]
Offered in 1987–88.

HI 343 Europe in the Renaissance Winter
The course will include the period from roughly 1300 to 1550. There will be no coverage of the Reformation and its antecedents; these will be handled in HI 344. The major focus will be on the background of the cultural events of the period.
Mr. Tillinghast

HI 344 The Reformation Spring
An attempt to tie religious currents in the late Middle Ages to the teachings of the earlier Reformers. The stress will be on the relationship between developing religious needs and the prevailing currents in thought and society. Mr. Tillinghast

HI 346 History of France, 1750–1940 Fall
An introduction to French history from the Old Regime to the Third Republic, this course will examine those historical experiences that have been foundamental in the making of modern France. Concentrating on the interrelationships between social, economic and intellectual history, primary attention will be devoted to France's successive crises, both revolutionary and nonrevolutionary, and the continuities which not only underlie them but also link them to the political consolidation and economic and social modernization of the 20th century. Mr. Macey

[HI 349 History of Germany from 1648 to the Twentieth Century]

[HI 353 British History, 1603–1815]
Offered in 1987–88.

HI 354 British History, 1815–1979 Fall
The spectacular rise and dramatic decline of Britain as an imperial and industrial power is the central theme of this course. The century after 1815 was an age of political and social reform and the apogee of middle class culture. But in 1914 the crucial problems of women's rights, of labor against capital, and of Irish nationalism remained unsolved. Decades of war and economic depression followed. The Labour Party tried, and failed, to create a social democracy out of post-war Britain. Today, with her empire gone, her industry spent, Britain continues to provide a warning and an example to the rest of the world. Mr. Monod

[HI 361 Colonial America]

[HI 362 Revolutionary America, 1763–1800]

HI 363 Jeffersonian and Jacksonian America, 1800–1848 Fall
A close study of the so-called "Middle Period" of American History from the "Revolution of 1800" to the Mexican War. The course will examine the major themes of the period—political democracy, economic diversification, social reform, intellectual ferment, and territorial expansion—as parts of an evolving sense of American nationalism.
Ms. Gray

[HI 364 Civil War and Reconstruction, 1845–1890]
Offered in 1987–88.

HI 365 Victorian America: 1877–1919 Spring
Students will examine in post-Reconstruction era thought the end of World War I when the United States emerged as a leader of the world community. As the forces of industrialization and urbani-

zation combined to transform rural America, significant readjustment and accompanying conflict marked the social, political and economic life of the country. Farmers, labor, and urban reformers organized in response to the consolidation of business and the creation of vast personal fortunes. Often called the Gilded Age because material progress masked underlying turmoil, this period of national coming of age is crucial to the understanding of contemporary America. Ms. Bellows

HI 366 The American Frontier, 1789–1892 Spring

Westward expansion has occupied a central place in America's conception of itself, and the frontier has consequently also been the focus of much American historical writing. The course will examine the notions of individual and national identity as expressed in the institutions that Americans devised to explore, exploit and settle a seemingly unlimited wilderness. The span of the course is from the Northwest Ordinance of 1785–1787 to the federal census taker's declaration of 1890 that the frontier was closed. Ms. Gray

HI 367 Twentieth Century America, 1900–1948 Fall

A study of the political and social history of the United States since the First World War, concentrating on the 1920s, the Great Depression, the New Deal, the coming of World War Two, and the impact of war on American domestic and foreign affairs in the 1940s. Mr. Jacobs

HI 368 Twentieth Century America, 1948-Present Spring

A study of the political and social history of the postwar United States, concentrating on the impact of the Korean conflict and McCarthyism on Truman's Fair Deal, and the 1950s, the New Frontier, the Great Society, Nixon, the 1970s and the end of American progressivism, and the reemergence of conservatism in the 1970s and 1980s.
Mr. Jacobs

HI 371 Black History Fall

An examination of the Black experience in America. The nature of slavery and freedom, the significance of migration and urbanization, and the various strategies employed by Blacks to gain equality and a sense of identity throughout American history will give general focus to the course. The social, economic and political structure of a black community in an urban and a rural environment will receive close attention. Ms. Bellows

READING COURSES

HI 403 Major Themes in Modern European History Fall

This course will introduce students to some of the major themes in European history from the 18th century to the present. Specific topics will be selected from among the following: the French Revolution, the Industrial Revolution, the triumph of the middle classes, the rise of political ideologies, the emergence of mass society, communism, fascism, religion, education, health, criminality, and the family, women and sex. For those students who are planning to major in European history, this course will also provide the background necessary for the future selection of research topics.
Mr. Monod

HI 404 The Soviet Union Fall

Beginning with a brief treatment of the Revolutionary period between 1905 and 1917, this seminar will focus on a variety of topics in the social, intellectual and cultural history of the Soviet Union down to the present. The goal is to achieve a deeper understanding of the nature of the Soviet experience. The course will culminate with a consideration of some of the major contemporary issues, including ethnic and religious problems, the position of women, and the role of elites.
Mr. Macey

HI 405 Readings in American History Fall, Spring

There will be two sections of this seminar, either one of which will fulfill the reading seminar requirement for the major or the concentration. Preference given to majors and concentrators; all others require permission of the instructor, and will be admitted only after all majors and concentrators have been accomodated.

HI 405A Great American Historians Fall

An examination of the changing interpretations of American history form the nineteenth century Romantic Historians to the "Consensus" and "New Left" writers of the 1950s and 1960s, with particular emphasis upon the Turner-Beard-Parrington group of Progressive historians and a few of the principal mid-twentieth century writers, including Boorstin, Donald, Hofstadter and Schlesinger. Some of the readings will focus upon changing interpretations of the Revolutionary-Constitutional-Early National Period, the Civil War, the Populist-Progressive Era, and mid-20th century America.
Ms. Gray, Mr. Jacobs

HI 405B Readings in the History of the American South Spring

This course will focus upon the various interpretations of the South beginning with the colonial period when its culture and economic interests were first perceived as distinct from those of the rest of the nation, to the contemporary Sunbelt phenomenon. Students will evaluate the myths and realities of the historical and contemporary literature with a special emphasis on the "moonlight and magnolias" of the Old South, the "peculiar institution" of slavery, the inevitability of the Civil War, race relations, and the place of the Southern experience within the broader context of American history. Ms. Bellows

HI 407 Slavery in Africa Fall

Slavery was an important institution not only in the Americas but also in Africa. This course will examine slavery and other forms of forced labor on the African continent from 1500 to the present. Topics to be discussed will include the social, economic and political dimensions of the internal and external trade in slavery, the consequences of the suppression of the slave trade and the subsequent abolition of slavery, and the development of alternate systems of labor recruitment. Mr. Allen

[HI 409 Readings in Asian History]

HI 411 The United States and Latin America Fall

This seminar seeks to examine the unique and often tumultuous relationship that has evolved between the United States and the Latin American republics. Through a series of related readings we shall explore the origins and development of relations between the Iberian and Anglo-Saxon halves of the Western hemisphere from the Monroe to the Reagan doctrines. While the course will cover the nations of continental South America, there will be particular stress on Mexico, Central America and the Spanish Caribbean. Mr. Homick

[HI 413 Topics in Modern European History]

[HI 415 Topics in American History]

RESEARCH SEMINARS

HI 420 Writing and Research in European History Spring

Students enrolled in this course, which emphasizes the acquisition of research, organization and writing skills, will be able to select topics from within the full range of social, economic, political and intellectual problems in modern European history. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary).

Miss Lamberti

HI 422 Writing and Research in American History Spring

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement except with permission. Staff

HI 424 Writing and Research in Non-Western History: Imperialism Spring

Seminar on the impact of Western expansion on the rest of the world. Geographical areas and topics emphasized will vary, with Africa and East Asia as the most probable foci. Mr. Spencer

HI 500 Special Research Projects Fall, Spring

(Permission.)

HI 700 Senior Independent Study Fall, Winter, Spring

HI 705 Teaching Assistantship Fall, Spring

(Permission.)

*Foundations Course

INTERNATIONAL POLITICS AND ECONOMICS

Co-Directors: Russell Leng (Professor of Political Science) and Michael Claudon (Professor of Economics).

The International Politics and Economics major offers an interdisciplinary approach to the study of international affairs. The course of study includes extensive course work in political science and economics with an emphasis on international issues, a year or term of overseas study in a foreign language, and senior seminar work in political science and economics. Completion of the major also satisfies the requirements for a concentration.

Requirements for the Major. **Courses preceded by an asterisk must be completed at Middlebury. Others may be satisfied during the year or term of study abroad.**

A. *Four Courses in Political Science or Cognate Fields:*

***PS 101 Introduction to Political Science,** *or*
***PS 107 Politics and the Studies of Politics**
***PS 201 International Politics,** *or*
***PS 311 American Foreign Policy**

Two courses dealing with the student's regional concentration that may be taken in political science, history, geography, anthropology, or some combination of these departments.

B. *Four Courses in Economics*

EC 150 Macroeconomics
EC 155 Microeconomics
***EC 210 Economic Statistics** or an equivalent course in statistics
***EC 350 Macroeconomic Theory** *or*
***EC 355 Microeconomic Theory** (or at Nanterre)

C. *Year or Term of Study Abroad.* This requirement normally will be completed at one of the Middlebury language schools, or in the approved Chinese programs in Taiwan or Hong Kong. The program would be taken in the foreign language most appropriate to the student's regional concentration. Students are encouraged to spend their entire junior year abroad whenever it is feasible.

D. *A Seminar in Political Science and a Seminar in Economics Chosen from the list below.* Majors are required to use the foreign language studied abroad in their seminar research, and to complete projects that combine political and economic issues.

PS 404 The Global Political Economy
PS 404 Seminar on the Causes of War
PS 406 Politics and Society in Contemporary France
PS 408 Seminar on United States-Soviet Relations
[PS 412 Seminar on Diplomacy]
EC 420 Economics of Development
EC 440 International Trade
EC 445 International Finance

Honors. Students who seek Honors in International Politics and Economics may substitute thesis work for one of the required seminars. Honors candidates must submit a thesis proposal to one of the program directors prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for IP 700 (Senior Thesis) for one regular term, or a regular term plus a winter term. After an oral examination of the thesis, honors are conferred or denied on the basis of the grade achieved on the thesis and the average grade received in other Middlebury courses within the major.

ITALIAN

See Spanish/Italian.

JAPANESE

Professor: Hiroshi Miyaji *Instructor:* Linda K. Keenan

The Japanese language program offers four levels in modern Japanese (Tokyo common/standard dialect). The program is designed to help students in various disciplines acquire basic communicative skills for the achievement of their academic and career goals. At this time, the program does not offer a major. However, students may wish to major in the interdisciplinary East Asian Studies program. They should also be aware of the four levels of Japanese offered in the summer session.

JA 101 Beginning Japanese Fall
An introduction to modern Japanese (Tokyo speech that is the basis of common or standard language). Main emphasis is on the mastery of basic discourse skills and grammatical points, that is achieved through intensive oral practices and extensive use of audio-visual materials. Two sets of *kana* syllabaries and *kanji* (characters) will be introduced as means to develop reading skills, increase vocabulary and internalize grammar.
Ms. Keenan

JA 102/WT Beginning Japanese Winter
A continuation of JA 101.

JA 102 Beginning Japanese Spring
A continuation of the fall and winter terms with further coverage of grammar. Oral-aural practice is emphasized to improve discourse skills. Reinforcement is achieved by reading short passages and writing compositions. The beginning Japanese courses aim at acquisition of well-balanced language skills on the basis of understanding of the actual use of the language in Japanese sociocultural context. Ms. Keenan

JA 201 Intermediate Japanese Fall
This course is for students who have acquired a basic oral proficiency and aims to further advance communicative skills. Japanese will be used for instruction and discussion for drill sections for which students will be required to prepare in the language lab. More substantive audio, video and reading materials will be used. (JA 102 or equivalent.)
Mr. Miyaji

JA 202 Intermediate Japanese Spring
Continuation of JA 201. By the end of this course, students will be prepared to carry off daily conversation effectively with a sensitivity to sociocultural differences. They will be ready to begin reading materials in their field of specialization.
Mr. Miyaji

JA 301 Advanced Japanese Fall
The course aims at further improvement of proficiency in modern standard Japanese, both spoken and written. The class will be conducted entirely in Japanese. Oral presentation and discussion, and composition in Japanese are important components of the course. Each student is increasingly directed toward reading materials of his/her area of specialization. Audio-visual materials will be extensively used. Prerequisite: JA 202, equivalent, or placement test. Ms. Keenan

JA 302 Advanced Japanese Spring

Continuation of JA 301. Each student will engage in more specialized reading. Consolidation of discourse skills is also the goal. The class will be conducted entirely in Japanese. Practice in listening to lectures in Japanese will be given. Extensive use of audio-visual materials will continue. Prerequisite: JA 301, equivalent, or placement test.

Ms. Keenan

JA 401 and 402 Advanced Reading Fall and Spring

Training in: 1) reading journalese and specialized materials, 2) speed reading; 3) use of Japanese reference materials. Pre-modern Japanese, classical and semi-classical will be introduced. Prerequisite: JA 302, equivalent, or placement test.

Staff

LINGUISTICS

Assistant Professor: Jeannine Heny

Courses offered in linguistics at Middlebury are aimed at providing students with a basic introduction to the central goal of the discipline: understanding and analyzing the phenomenon of natural language, often thought of as the most essential of human traits.

Emphasis is placed on a number of key issues: the nature of linguistic knowledge, the acquisition of language, and language use, a term which has both psychological and social implications. A student choosing linguistics courses should become familiar with these issues, and should, in the process, acquire a heightened sensitivity to language.

Students whose major falls under divisions other than Social Sciences may concentrate in linguistics; in addition, students are encouraged to combine linguistics with their other studies in areas such as psychology, sociology, philosophy and foreign languages.

***FL 201 Introduction to Linguistics** Fall

This course counts as a foundations course in the Foreign Language Division. See Division of Foreign Languages for description.

***LI 206 Thinking Linguistics** Fall

This course focuses on how to do linguistics rather than on what linguists have written. Given the raw material of language data, the linguist must decide what features of language are important. He sets up different ways of organizing the data (thus giving certain features a more or less prominent role), and seeks a general method for choosing between these. Such a general method of selecting one analysis over another is a linguistic theory. This course can be viewed as a workshop on how such choices can be made in building a theory. It forms essential background for further work in linguistics. This course counts as a Foundations course in the Social Sciences Division. Ms. Heny

LI 211 Sociolinguistics Spring

This course looks in detail at the interrelationships of language and society. Among the topics to be covered are: identification and description of dialects, language variation and social factors, standard and non-standard speech, language and sex, multi-lingual societies and creoles. Features of informal and non-standard English, as well as dialects of other languages, will be examined in class discussion and outside readings. Ms. Heny

LI 212 Psycholinguistics Fall

Do speakers and hearers unconsciously use some form of "grammar" when they plan an utterance, or when they decode the speech of others? If so, what kind of knowledge is involved, and how is it used? Perhaps more important, where does linguistic knowledge come from? How does a young child manage to acquire a linguistic system virtually as complex as an adult's? These are the main concerns of psycholinguistics, and they determine the core of topics to be covered. The course will also study related topics such as the function of the brain in language, language disorders and reading. Ms. Heny

LI 213 Bilingualism Spring

The major issues in modern linguistics have often been most clearly stated in terms of monolingual speakers, as though all humans knew and used only one language. But recent studies involving bilingual or multilingual speakers have led to a new perspective on traditional questions. It is the goal of this course to look at language from this bilingual point of view: attention will focus crucially on language acquisition in bilingual children and on second language learning in adults. Other topics will include language processing, the relationship between language and other cognitive abilities, and social aspects of bilingualism. (LI 212 or permission.) Ms. Heny

[LI 215 Historical Linguistics]

LI 225 Sound Patterns in Language Spring

This is a problem-solving course which encourages students to discover for themselves how sound systems work in language. Students will learn how to transcribe sounds, break them down into their component "features," and analyze how they interact. Examples will be selected from well-known European languages, as well as from other linguistic groups, such as Bantu, American Indian, Semitic and Philippine. The course will also cover "prosodic" features such as stress and pitch, examining their role in languages as unlike as Chinese and English. No knowledge of a foreign language is presupposed. Ms. Heny

LI 295 Germanic Linguistics Fall

German, English, Dutch and Norwegian are closely related languages. Yet they exhibit broad divergence with respect to features such as word formation. The similarities and differences among these languages will be examined in the context of history and of general linguistic theory, with the intention of deepening the student's sensitivity to the workings of language. Other topics to be discussed include dialect, variation, language learning and social questions such as usage in Germanic languages. Ms. Heny

[LI 301 Romance Linguistics]

LI 312 Introduction to Historical and Comparative Linguistics Spring

This course investigates the behavior of language in a diachronic or historical dimension, exploring sound and form change and retention, especially in reference to the vast Indo-European speech-family which has extended itself from India to Ireland. After a detailed introduction to basic techniques, the course will present texts from little known languages such as oscan ladin, gothic, etc. which the class will proceed to identify and analyze by the comparative method. Some knowledge of two foreign languages is advisable; all students who are interested should speak with the instructor beforehand. (Knowledge of two foreign languages or permission.) Mr. Harris

LI 500 Independent Study
Fall, Winter, Spring

Students with sufficient background may undertake independent study in an area of special interest to them or of particular relevance to their program of study. Ms. Heny

See also Department of Psychology and *FL 201 in the Division of Foreign Languages.

*Foundations Course

PROGRAM IN LITERARY STUDIES

Director: Stephen Donadio

The Program in Literary Studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole; as a consequence, it enables them to achieve a broad awareness of a variety of major western literatures of different periods (in addition to the literature of China), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

The over-all design of the program is simple. Each literary studies major is required to take a total of fifteen courses in literature during his four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the humanities or Foreign Languages Division, but in general the courses may be selected from the literature of any language and of any period; they can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he will be obliged to take: (a) two courses from the list below—one generally historical, one generally theoretical in its orientation—as prerequisites for entry into the program, (b) one course at the 300-level in a foreign language (including Greek and Latin), and (c) a colloquium for majors (taught jointly by two faculty members, one from humanities and one from foreign languages), to be taken during the fall semester of the senior year. In addition, the student should be aware that, at the conclusion of an independent reading course for which he will be enrolled during the fall semester and winter term of his senior year, he will be scheduled to take a five-hour written comprehensive examination, to be followed by a one-hour oral examination in the area of specialization (as described below).

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to twelve. These twelve authors will vary from year to year, but they will not be specified in advance.

The following current list will give the student a general sense of the range of works which it is presumed he will be prepared to discuss as some length:

Homer	Lorca	Gogol
Aeschylus	Neruda	Dostoevsky
Sophocles	Moliere	Tolstoy
Vergil	Baudelaire	Shakespeare
Ovid	Proust	Milton
Lucretius	Goethe	Wordsworth
Dante	Kafka	Joyce
Boccaccio	Mann	Emerson
Pirandello	Wang Wei	Melville
Cervantes	Cao Xueqin	Faulkner
	Lu Xun	

In addition to works by authors whose names appear on this primary list in the course of the comprehensive examination

each literary studies major will be expected to demonstrate his acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Donadio, director of the program.

Beyond the two courses required for entry into the Program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of fifteen courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of his undergraduate career. But in the process of completing this *general* literature requirement, the student will also be expected to complete a specialization in the literature of a *particular* culture (e.g., German, English, American, classical), or period (e.g., the 18th century), or genre (e.g., the novel). The specific authors and texts required for each such specialization will be determined by the Program Committee—where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. In the senior year, after the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division.

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization, for example, in classics, or lyric poetry, or the nineteenth century. Should he wish to pursue graduate study, depending on the nature of his interests and preparation, he could presumably choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for Honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of thirty to forty pages to be completed during the spring semester of the senior year (this project counts as one course); a one-hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is an outline of the structure of the program:

Major Requirement: Total of fifteen courses (no more than ten in either division, no more than six in any one department). NOTE: Enrollment in this program serves to fulfill the concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses—one from each category—as currently offered.

HISTORICAL

***CL 121**	**The Classical Tradition**	Spring
***CL 150**	**The Ancient Epic**	Fall
[*RE 110	**Foundations of Western Religious Life and Thought]**	
***PS 101**	**Introduction to Political Science**	Fall

THEORETICAL

[*EL 112	**Mythologies Timeless and Timely, Traditional and Contemporary]**	
[*FL 251	**Literature and Revolution]**	
CS/LS 260	**Introduction to Literary Criticism and Analysis**	Spring

(2) One course at the 300-level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature). A one-hour oral examination, to be taken after the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the Program Committee — where appropriate (e.g., in the case of a specialization in French literature, English literature, etc.) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to non-majors if space is available), taught jointly by one member of the English or American literature department, and one member of a foreign language department.

(6) Senior Independent Reading Course in preparation for the comprehensive examination: fall semester and winter term. Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts.

(7) Comprehensive Examination (on works of Primary and Secondary Lists), to be taken at the end of the winter term of senior year. The examination will be in two parts:

(a) A five-hour written examination concerned with authors and works appearing on the Primary and Secondary readings lists.

(b) A one-hour oral examination to be administered by two examiners (one from each division) in an area of specialization (i.e., a single period, genre, or national literature).

(8) Students achieving an average grade of B+ or higher in the Program will be eligible for Honors. Honors will be awarded on the basis of a Senior Honors Essay of 30–40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay—to be administered by two examiners, one from each division—will also be required.

The Literary Studies Program is administered by Stephen Donadio, who serves as chairman of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the Primary List for the comprehensive examination; each of the participating departments will recommend for inclusion on that list the names of three major authors of three different periods. In addition, the Program Committee is responsible for determining the subsidiary lists of authors and texts required for specializations (e.g., in the novel, the sixteenth century, etc.)

LS 260 Introduction to Literary Criticism and Analysis Spring

Starting with an examination of several historically important works of critical theory, this course seeks to better acquaint the student with a variety of different approaches that may be applied to the analysis of literary texts. Although poetry and poetics will be touched upon, this course will center more on the discussion of critical methods used in analyzing literary prose narratives as well as application of those methods by students in the analysis of selected works of fiction. Discussion format with limited enrollment. (This course is also listed as CS 260.) Mr. Berninghausen

LS 500 Independent Reading Course Fall

Intended for majors in Literary Studies preparing for the senior comprehensive examinations. Mr. Donadio

LS 700 Special Research Winter

Intended for majors in Literary Studies preparing for the senior comprehensive examinations. Mr. Donadio

LS 705 Senior Colloquium Fall

Reading and discussion of selected works from the Comprehensive List, intended for senior majors in Literary Studies (open to non-majors if space available). Ms. Jackson

*Foundations Course

MATHEMATICS AND COMPUTER SCIENCE

Professors: Michael Olinick, Bruce Peterson *Associate Professors:* John Emerson, Robert Martin *Assistant Professors:* Priscilla Bremser, David Dorman, Claudia Henrion, Peter Schumer, John Thompson-Rohrlich *Visiting Instructors:* Janine Clookey, William LaGasse, Dorothy Mammen

The Department of Mathematics and Computer Science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra, topology, geology and graphics, applied mathematics, computer science, probability and statistics, simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of departmental majors who choose to emphasize computer science, various courses are also suited to majors from other areas who choose to concentrate in mathematics and computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not major or concentrate in a field that requires these subjects,
2. Those who need mathematics or computer science as an integral part of the chosen major or concentration,
3. Those who choose to major in the department and emphasize a traditional study of mathematics and its modern applications, and
4. Those who seek a major in the department which emphasizes computer science and integrates it into a liberal study of the mathematical sciences.

MA 103, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics. Students who have completed MA 113 are strongly encouraged to enroll in 200-level courses in mathematics and computer science instead of in these courses. MA 103 is a less intensive introduction to computers than MA 213, designed for students outside the Natural Sciences Division. MA 105 and MA 106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA 315. MA 127 is an elementary course in computer simulation. NS 128 is a foundations course in cryptology that may also be of interest to our students. In addition to this group of introductory courses, the Department regularly offers a winter term course designed to provide the material, usually encountered in the high school curriculum, that is a prerequisite for the study of calculus. Students who elect this winter term course typically elect MA 112 in the following semester.

The major includes a core sequence of analysis, algebra, and discrete mathematics and computer science. Each major chooses to emphasize either mathematics and its applications or computer science and its allied areas. Each student will choose several electives, with the help of an adviser, in order best to fulfill the student's particular mathematical needs and goals.

Core Requirements for all majors: MA 113, 200, 201, 203, and 213.

Requirements for Mathematics emphasis: MA 302, 401, four electives at the 200 level or above, and MA 704 in the senior year.

Requirements for Computer Science emphasis: MA 214, MA 323, either MA 421 or MA 423, three electives at the 200 level or above, and MA 704 in the senior year.

Honors program: A student who wishes to be considered for Departmental Honors in mathematics and computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300 level courses may be accepted. Students should consult with their adviser as they develop a proposal for Honors study.

Advanced placement: Advanced placement is offered for freshmen whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in MA 213 or MA 214. Majors who need to begin the study of calculus with MA 112 may arrange with their adviser to use this course as one of the required electives.

Joint majors: Mathematics and computer science is frequently elected as a joint or double major with other disciplines. The mathematics component of the joint major typically requires the following courses:

MA 113, 200, 201, 203, 213

One course from MA 302, 323, 401, 421, 423

Two electives

MA 704.

A detailed plan of study leading to a joint major is developed by the student and an adviser from each of the departments involved; the plan must gain the approval of each department.

Students who wish to pursue the major and to enroll in teacher education as well should consult both the mathematics adviser and the Director of Teacher Education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in mathematics and computer science by the end of freshman year.

Students majoring in any discipline will obtain a substantial portion of the core curriculum in Computer Science, recommended by the Association for Computing Machinery (ACM), by enrolling in the following courses: MA 213, 214, 323, 421, 423, and either PH 222 or MA 413. Students who have taken introductory computer courses (MA 103 or MA 213) can continue their study of computing by enrolling in MA 127, 214, or 226; each of these courses is well-suited to students not

majoring in mathematics and computer science.

Because of the wide variety of course offerings available at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course.

***MA 103 Introduction to Computers** Fall, Spring

An introduction to computers for those interested in acquiring elementary computer literacy. Exploration of both positive and negative aspects of computers in our society. Emphasis on contemporary uses of computers, especially microcomputers, in such areas as word processing, spreadsheet applications, data bases, and use of graphics. Introduction to programming in BASIC and Pascal, with emphasis on problem solving, development of algorithms, and structured programming.

Mr. Martin, Ms. Henrion

***MA 105 Finite Mathematics: Probability, Matrices, and Programming** Spring

The course will introduce foundational and philosophical aspects of probability at a level which presumes only three years of secondary school mathematics. Topics include conditional probability, Law of Large Numbers, expected value and Markov Chains, matrix algebra and systems of linear equations. Examples from biology and the social sciences illustrate concepts and applications of probability. The course provides a foundation for the study of computer science. Elementary programming in the BASIC language will be introduced, and applied to other course topics.

Mrs. Clookey

***MA 106 Introduction to Statistical Science** Fall

A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the physical and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course is especially suited to students in the physical, social, medical, and environmental sciences who have a modest background in mathematics and who seek an applied orientation to data analysis. (MA 105 or MA 112, or permission.) 3 hrs lect., 1 hr. computer lab. Mr. Emerson

MA 112 Mathematical Analysis I Fall, Spring

Introductory analytic geometry and calculus; designed for students with four years of secondary school mathematics. The differential calculus of algebraic functions and applications; the indefinite and definite integral, area under a curve, and volumes of solids of revolution. A special section of MA 112 is reserved for students with no prior introduction to these topics. Staff

MA 113 Mathematical Analysis II Fall, Spring

A continuation of MA 112; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. Introduction to natural logarithm and exponential functions. The calculus of the elementary transcendental functions. Techniques of integration, infinite series and Taylor's theorem, Polar coordinates, improper integrals, ordinary differential equations. (MA 112 or permission.) Staff

[MA 127 Elementary Computer Simulation]

MA 200 Linear Algebra Fall, Spring

Matrices and systems of linear equations. The vector space R^3 and other real vector spaces. Independence and dimension. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission.)

Mr. Schumer, Mr. Emerson

MA 201 Mathematical Analysis III Fall, Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.) Mrs. Clookey

MA 203 Discrete Structures and Linear Algebra Spring

A continuation of MA 200; diagonalization of matrices, quadratic forms, inner product spaces, canonical forms. The Spectral Theorem, Positive Matrices, Convexity, the Cayley-Hamilton Theorem, Set Theory and the Topology of the Real Line. An introduction to graphs and combinatorics, discrete probability, counting and algorithms. (MA 200.) Mr. Peterson

***MA 213 Computer Science I** Fall, Spring

An intensive introduction to computer programming methodology, algorithm design, and data structures using Pascal. The method of structured programming is stressed throughout the course as students learn to design and implement computer-based solutions to problems in several different areas. Topics include basic control structures, files, arrays, procedures and parameters, block structures, sets, records. (MA 112 is recommended, but not required.) Mrs. Mammen

MA 214 Computer Science II Fall, Spring

A second course in computer science designed to expand students' programming abilities and knowledge about computers. Emphasis is placed upon the design and construction of large programs, including a significant group programming exercise. Time will be spent considering the theory and practice of using various data structures in programming applications. (MA 213.)

Mr. Thompson-Rohrlich, Mr. Martin

[MA 226 Geometry and Computer Graphics]

[*MA 227 Set Theory]

MA 228 Mathematical Logic Fall

This course begins with a look at sentential logic, truth tables and their applications. It also explores first order logic and natural deduction systems, and considers how to decide whether a statement is true or provable. Important theorems covered include the Completeness Theorem and the Compaetness Theorem. The course concludes with a discussion of the Incompleteness Theorem, the monumental result of Kurt Godel. (MA 200 or permission.)

Ms. Henrion

MA 240 History of Mathematics Spring

A comprehensive overview, from man's primitive beginnings of the concepts of number and shape to the rapid explosion of mathematical research in the twentieth century. Included are the geometry of ancient Egypt and Greece, the preservation of mathematical texts during the Dark Ages, the development of the calculus, the major discoveries of modern algebra and number theory, and careful analysis of the fundamental crises which have rejuvenated and reshaped the course of mathematics throughout history. The lives and times of the outstanding figures of each epoch will be investigated as will the details of their mathematical achievements. (MA 113.) Mr. Schumer

MA 302 Abstract Algebra I Fall

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principle ideal domains, unique factorization, factorization in a polynomial ring. (MA 200, or permission.) Mr. Peterson

[MA 310 Probability]

[MA 311 Statistics]

MA 315 Mathematical Models in the Social, Life and Management Sciences Fall

An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and management sciences. Topics will be selected from the following: axiom systems as used in model building, optimization techniques, linear and integer programming, theory of games, systems of differential equations, computer simulation, stochastic processes. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (Permission.) Mr. Olinick

[MA 318 Selected Topics in Operations Research]

MA 321 Elementary Number Theory Fall

Divisibility and primeness. Number congruences, the theorems of Lagrange, Fermat and Euler, residue theory, quadratic reciprocity. Diophantine equations. The distribution of primes, density and the Prime Number Theorem. (MA 113.)

Mr. Dorman

MA 323 Computer Systems and Assembly Language Programming Fall

A detailed study of the hardware and software which make up a computer system. The design and philosophy of several modern minicomputers and microcomputers will be discussed. Emphasis will be placed upon the internal structure and advanced features of the VMS operating system and the VAX minicomputer. Programming in assembly language on the VAX will be taught and used throughout the course. (MA 214.) Mr. Martin

[MA 324 Numerical Analysis]

[MA 325 Data Structures and File Processing]

MA 326 Artificial Intelligence Spring

Introduction to the theory and techniques that enable computers to behave intelligently. Topics include search strategies, constraint propagation, inductive and deductive reasoning, knowledge representation, expert systems, and natural language processing. The course will teach programming in LISP. Assumes at least one course in a structured programming language.

Mrs. Mammen

MA 328 Advanced Topics in Cryptology Spring

This course will parallel NS 128, offering a more sophisticated approach to those with appropriate mathematics and computer science backgrounds. Topics will be chosen from: the role of cryptography in electronic data processing, block and stream ciphers, the Data Encryption Standard, communication and file security, public key cryptography, host system cryptographic operations, authentication techniques, digital signatures,

measures of secrecy for cryptographic systems, information theory, advanced topics in mathematical cryptology. (Permission.) Mr. Martin

MA 401 Advanced Calculus Fall
An axiomatic treatment of the topology of the real line, real analysis and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration and uniform convergence. (MA 210 and MA 203.) Mr. Schumer

[MA 403 Abstract Algebra III]

[MA 413 Ordinary Differential Equations]

[MA 421 Theory of Computation

MA 423 Algorithms and Complexity Fall
The theory of the design and analysis of algorithms covering topics such as: The complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. (MA 214.) Mrs. Mammen

MA 431 Complex Analysis Spring
An introduction to functions of a complex variable. Mappings of the complex plane, analytic functions, Cauchy Integral Theorem and related topics. (MA 201 or permission.) Mrs. Bremser

MA 500 Advanced Study Fall, Spring
Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission.) Staff

MA 704 Senior Seminar Fall, Spring
Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate areas of mathematics not covered in the previous three years. Mrs. Bremser, Staff

* Foundations Course

MUSIC

Professors: Emory Fanning, George Todd *Assistant Professor:* Susan Cook, Gregory Vitercik *Visiting Assistant Professor:* Gary Towne

The Music department offers courses in theory, history and performance. Majors are required to take MU 209–210, MU 309–310, MU 220–221, MU 306–307, MU 390, three upper-level elective courses plus one or two units of senior work. All 300-level music courses unless otherwise stated assume both ability to read music and rudimentary theoretical knowledge. In addition to the curricular requirements, majors are expected to participate for four semesters in departmental ensembles: Choir, Orchestra or Chamber Ensembles.

Reading knowledge of a foreign language is required of majors concentrating in music history. German, French, or Italian is recommended though another language may be substituted with departmental approval.

Honors: Music majors will propose a Senior Project during the winter term of their junior year. These will be reviewed and approved by the department during the following spring term. The projects may be one- or two-term projects. A grade of B+ or better on the completed project will be granted Honors as follows: B+ in senior work and at least B+ in overall departmental average, which includes Senior Project grade(s), will be granted Honors. A− in senior work and at least A− overall average, High Honors. A in senior work, A in overall average, Highest Honors.

***MU 101 Introduction to Musical Styles** Fall, Spring
This course is designed to provide the broadest introduction to the experience of music. Within this broad framework, a number of musical issues and topics—technical, social, formal, theoretical—will be addressed. No attempt will be made to provide an historical interpretation of western music, although historical elements will be discussed when relevant to other issues. Western art and concert music will be the focal point, but examples from popular, folk, and non-western traditions will be presented as well. Ability to read music is not expected. Ms. Cook

[*MU 105 Perspectives of Music]

***MU 109 Rudiments of Music** Fall, Spring
This introduction to the materials of music assumes no prior musical experience. It provides a grounding in the principles of musical notation, melody, rhythm, and harmony, with discussion of acoustics, instruments and musical forms. Computer-assisted instruction. Mr. Vitercik

MU 205 Performance Lab Fall, Spring
Credit may be conferred for performance in faculty-supervised ensembles, one unit of such credit to accrue over three terms. At the end of each semester, certificates of credit may be issued by supervising faculty, credit to be based on attendance and quality of performance. A student may register for MU 205 during the term of completion

of credit requirement, i.e., during the semester for which he earns the third certificate. No more than one certificate may be earned in any one semester. Certificates may be earned only for work during the spring and fall terms. A student may not register for both Performance Lab (MU 205) credit and Performance Class (MU 306, 307) credit in the same semester. Mr. Fanning, Staff

MU 209 Theory Fall

MU 209 assumes basic notational skills (MU 109, or its equivalent) and minimal keyboard sight reading ability. The course exercises the student in the manipulation of diatonic musical materials through the study of harmony and counterpoint, including modes, triads and their inversions, melody construction and harmonization. Computer-assisted instruction in ear-training is supplemented by weekly tutorials. Mr. Towne

MU 210 Theory Spring

Continuation of MU 209. Study of harmony in tonal music, including four-part harmonization through diminished seventh, altered sixth chords, modulation and chromatic structures, with study of musical forms, basic musical analysis and simple compositional exercises. Computer ear-training labs and tutorials continued as in MU 209.
Mr. Towne

MU 220 Survey of Music History Fall

This chronological survey of the history of Western art music covers the period from the earliest written music through the middle of the 18th century. It includes the music of ancient Greece, Gregorian chant, troubadour song, sacred and secular polyphonic music of the Middle Ages, the Renaissance and Baroque. Emphasis on stylistic analysis of the music of a given era will be supplemented by consideration of the ways in which music and other arts reflect the history and culture of their times. Ability to read music required.
Mr. Towne

MU 221 Survey of Music History Spring

This course is the second semester of the department's two-semester history of western art music and covers the music of the preclassic age of J.S. Bach's sons through the music of our century. The approach of the course is both historical and cultural, as we'll continually try to see how music reflects its age and the concerns of the composer and the audience. Though intended as a course for serious music students, all students are welcome provided they have had some prior musical experience such as MU 101, MU 109, or have the ability to read music. MU 220 is not a prerequisite. Ms. Cook

[MU 250 Introduction to Electroacoustic Music] Spring

This course deals with both the history of electroacoustic music, the techniques used to produce it, and the aesthetic questions it raises. Topics will include: Waveforms and vibrations, the nature of sound sources and sound propogation, the human ear and its response, the acoustical characteristics of conventional instruments, "found" sounds and the human voice, and psychoacoustics. Listening and reading assignments will focus on the electronic music literature and aesthetic issues. There will be some "hands-on" experience using the Synclavier and other equipment. No musical experience is assumed. MU 250 is prerequisite to MU 350, Electroacoustic Musical Composition. Mr. Todd

MU 306 Performance Class Fall

The focus of this course is the development of musical understanding and expression through active participation in music-making. The course serves both as a master class and as a forum for public performance by advanced students. (Permission.) Mr. Fanning

MU 307 Performance Class Spring

Continuation of MU 306. Mr. Fanning

MU 309 Analysis Fall

The study of individual works and genres for advanced students. Analysis will be done through readings, score study and compositional exercises. (Permission.) Staff

MU 310 Analysis Spring

Continuation of MU 309. Mr. Towne

MU 321 Music in the Medieval and Renaissance Periods Spring

Concentrated study of the beginnings of the western musical tradition, from Gregorian chant through the 16th century. This course treats the music in greater detail than MU 220, and in a given term, some special aspect of this period will be given detailed consideration, for instance: Medieval monophony, Renaissance sacred polyphony, the rise of secular musical forms. These subjects will be considered in their historical context, with emphasis on the changing roles of composers and music as influenced by culture. The course will include a class trip or other special opportunity to hear early music.
Mr. Towne

[MU 322 Music in the Baroque Era]

[MU 323 Music in the Classical Period]

MU 324 Music in the Romantic Era Fall

An in-depth study of selected elements of the history, culture and literature of 19th century Western art music, from Beethoven through Debussy and Mahler. Topics for discussion and lecture may be selected from: genre development, the most significant composers, nationalistic musics, society and music in the period, the dialectic of Romantic music, program music, the gesammtkunstwerk approach, post-romanticism. Ability to read music and rudimentary theoretical knowledge are assumed. Mr. Vitercik

[MU 325 Music in the Twentieth Century]

MU 326 American Music Spring

This course will not follow a strict historical approach to the subject, but rather a number of composers and topics will be explored in order to answer the questions "what makes American music American," "what does it mean to be an American composer," and "is there an American musical experience." Among the composers and topics to be studied are William Billings, Amy Beach, Charles Ives, William Grant Still, the popular song tradition of Tin Pan Alley, and the Broadway musical. Students will also do work in the Flanders Ballad Collection and explore aspects of native Vermont music. The instructor will arrange for class attendance at a number of live musical events. The course is open to all students, and the ability to read music is not assumed, though students will be expected to undertake a number of special projects designed to expand their musical skills and abilities.

Ms. Cook

[MU 329 The Study of Musical Instruments]

[MU 330 Symphonic Literature]

MU 331 History of Opera Spring

A study of opera from 1600 through the death of Wagner. Among the topics: Florentine experiments and the origins of opera; 17th-century schools of Rome, Venice, and Naples; opera north of the Alps; Italianate and indigenous elements; the operas of Mozart; romantic opera in Germany and France; the 19th-century grand Italian tradition: Rossini, Bellini, Donizetti, and Verdi; Wagner and the Musikdrama. Ability to read music and rudimentary theoretical knowledge are assumed.

Mr. Vitercik

[MU 350 Electroacoustic Music Composition]

MU 360 Women in Music Spring

This course will examine the role of women in the western concert and popular traditions as composers, performers and patrons. Questions we'll address are: What women made music? What kind of music did women compose and/or perform and under what conditions? What kind of obstacles did musical women face or where did they find support? How else did women influence the development of music? The course is open to all students, and the ability to read music is not assumed, though students will be expected to undertake a number of special projects designed to expand their musical skills and abilities. Ms. Cook

MU 390 Junior Seminar in Music Fall

The junior seminar provides the opportunity for students to explore a variety of topics in music in preparation for senior work. Such topics include research tools and methodologies, the disciplines of musicology and ethnomusicology, the nature of performance and critical writing. Ms. Cook

MU 500 Independent Study

(Permission.)

MU 704 Senior Work

PERFORMANCE STUDIES

Students may take Applied Music for credit or as an extracurricular activity.

Undergraduates interested in performance for academic credit see descriptions for MU 205, MU 306, MU 307.

While private study is not required for participation in ensembles, it is strongly encouraged.

Students who wish private instruction in piano, organ, harpsichord, cello, violin, viola, flute, classical guitar or voice should enroll with the department before registration. Inasmuch as spaces are limited, auditions may be required.

Fees are to be paid to the Cashier's Office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of continued illness. Performance studies consist of one lesson weekly.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 306, MU 307, and 700 and 500 courses in Applied Music.

Private instruction in piano
Staff/Ms. Fanning

Private instruction in organ
Mr. Fanning

Private instruction in cello Ms. Hilger

Private instruction in harpsichord
Ms. Cook

Private instruction in violin and viola Mr. Gusakov

Private instruction in flute Ms. Jerome

Private instruction in voice
Ms. Nall, Ms. Messier

Private instruction in guitar
Mr. Geoghegan

The College will assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Music Library. The Christian A. Johnson music library contains over 15,000 records, scores, books, and a collection of chamber music. Listening facilities for records and tapes in the library are available to anyone from the college community.

Ms. Russell, Librarian

Electronic Music Studio. A well-equipped studio which includes a Synclavier II with Sample-To-Disk. Mr. Todd

Practice Facilities. Practice rooms with pianos are available for individual and group rehearsal. Organs: Walcker (1969) mechanical action, 15 ranks; Wicks (1978) 2 ranks, and Gress-Miles (1970) 48 ranks. Application should be made to the secretary of the music department.

College Orchestra. Weekly rehearsals leading to the performance of music from all periods. Instrumentalists may arrange for an audition through the department secretary.

Chamber Ensembles. Coaching in chamber music for standard vocal and instrumental combinations: madrigal group, string quartet, woodwind quintet, etc., is also available. Staff

College Choir. The College Choir sings at chapel services and special concerts on and off campus. Audition required, open to all students without prerequisite. Mr. Fanning

Recitals. Regularly scheduled recitals and lectures are open to the public.

*Foundations Course

PROGRAM IN NORTHERN STUDIES

Associate Professor: C. Randall Landgren (Director) *Assistant Professor:* William Howland *Adjunct Professors:* Oran Young, Steven B. Young

The Northern Studies Program is an interdisciplinary progam focusing on all aspects of the Circumpolar North. The Program was initiated in 1977 and was supported for three years by a CAUSE grant (Comprehensive Assistance to Undergraduate Science Education) from the National Science Foundation. The goal of this Program is to provide students with a strong interdisciplinary course of study by applying the traditional natural and social scientific disciplines to an understanding of northern environments and man/nature relations in the North. The Northern Studies Program is a cooperative venture between Middlebury College and the Center for Northern Studies, an independent, nonprofit, research and educational facility located in Wolcott, Vermont, about 70 miles northeast of the College.

Students participating in the Program normally spend one or more semesters in residence at the Center in the course of their undergraduate years. The Center is located in a natural environment that closely approximates those of the Canadian, Alaskan and Siberian northlands. Thus, the Northern Studies Program is able to emphasize the field aspects of northern studies in a manner that is not possible in other areas of the continental United States. The Center also conducts an active research program in Alaska and other northern areas. The senior staff members of the Center for Northern Studies are adjunct faculty members of Middlebury College.

Requirements for a Northern Studies Major: Students majoring in Northern Studies will normally follow one of the two "major tracks": biology or quaternary science, taking five or six courses within the appropriate cooperating department. Joint majors involving Northern Studies and other departments or programs are possible, subject to the general College rules regarding joint majors. Northern Studies students have pursued joint majors with Sociology/Anthropology, Geology, Geography, and Philosophy. It is the responsibility of any student desiring to pursue a joint major to seek and obtain the approval of both the chairman of the relevant department and the director of the Northern Studies Program.

The following is a list of required courses for each of the major tracks. Students are urged to work out their plans of study early and carefully, as the period spent in residence at the Center shortens the time available to take required courses on the College campus.

Biology:

***BI 125**	**Introduction to Biological Principles**
***BI 190**	**General Ecology**
BI 203	**Botany**
BI 250	**Cells and Organelles**
BI 390	**Advanced Ecology**

Quaternary Science:

GL 112	**Environmental Geology**
GL 161	**Oceanography**
GL 252	**Geomorphic Processes**
GL 261	**Sedimentary Rocks**
GG 201	**Techniques of Environmental Analysis**
GG 354	**Weather and Climate**

An additional list of recommended courses in chemistry, mathematics, physics and computer programming may be obtained from faculty members, along with details of the options for joint majors. Other courses in these

or other departments may be accepted, at the discretion of the faculty.

Along with the courses taken in the "tracks," students are required to take NE 151 and NE 152, preferably in the freshman year, and NE 252.

Majors will spend one or two semesters at the Center for Northern Studies, taking the courses described below. Majors also ordinarily take Winter Ecology (NE 350) at the Center in winter term. Normally, students are resident at the Center during the junior year, though residence at the Center is possible in exceptional cases during the sophomore or senior year. During the semester-in-residence, students plan their future courses on campus with Center and Middlebury faculty advisers. Planning also begins for the student's senior work. In the fall of the senior year students take NE 451.

Students normally take one or two units of senior thesis work (NE 700). At least one thesis unit is required for the major. No more than three units of senior thesis work may be applied toward a Middlebury degree. The two unit thesis may be either field or library based. The three unit thesis requires original, predominantly field oriented work; the thesis is read by and defended in front of three faculty members after a seminar discussing the work has been presented by the student.

Students are encouraged to establish with their advisers an appropriate procedure to collect the data for their thesis work in the summer before the senior year.

A limit of nine regular term courses and one winter term course can be accepted from the Center for Northern Studies toward the Middlebury degree. This limitation includes any research and thesis work undertaken at the Center.

While there is no language requirement for the Northern Studies major, students who have serious career plans in the North are strongly encouraged to develop a reading knowledge of Russian.

Further specific information on the Program can be obtained from Mr. C. Randall Landgren, the administrative coordinator for Northern Studies at the College.

NE 151 Introduction to the Polar Environments Fall

The course provides an introduction to the physical and biological characteristics of the polar world. A systems approach is used to study climate, glaciation, geomorphology and soils. The ecosystems of the tundra, boreal forest, and polar seas, and their environmental histories are treated, with attention to the methods by which polar research is conducted. (Open to freshmen and sophomores, otherwise by permission.) Mr. Howland

NE 152 Public Policy in the Arctic and Subarctic North America Spring

The evolution of public policy in Arctic and Subarctic North America is treated from the early explorations, through the periods of whaling, the fur trade, defense developments, mining, and the oil and natural gas developments of recent years. The emphasis is on the political, economic and cultural impacts of southern-based policy and activity on the Native People of the North, and the underlying conflicts in the perceptions of the North as a 'homeland' and as a 'frontier'. The evolution and status of Native Claims is examined as a modern expression of the public policy dilemma. (Open to freshmen and sophomores, otherwise by permission.) Mr. Howland

NE 252 Biogeography Spring

This course presents an ecological and evolutionary approach to the study of patterns in the distribution of plants and animals. Theories of ordination, classification, and mapping of plants and animal ranges are introduced. Zoogeographic realms, concepts of geographical ecology, and phytogeography are reviewed. The role of plate tectonics and the Quaternary ice age in evolutionary systematics, modes of speciation, disjunctions and relict ranges are examined. Theories of Island biogeography are applied to Arctic and Alpine biogeography problems in the latter part of the course. (NE 151, or BI 125, or GG 250, or permission.) Mr. Howland

NE 451 Senior Seminar: Northern Research Fall

This seminar treats the definition of northern research problems, the development of research problems, the development of research proposals, a critical acquaintance with the literature, elements of research methodology, and the preparation of research methodology, and the preparation of research papers. The approach involves student research projects, class seminars and finished papers. Mr. Howland

SEMESTERS-IN-RESIDENCE PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester. Applications may be obtained from Northern Studies office on campus (Science Center, Room 428).

Financial Arrangements:

The College will forward part of the student's comprehensive fee payment to the Center for Northern Studies to cover costs for students who enroll in a full semester-in-residence program, or a semester-in-residence program and the winter term-in-residence at the Center. The College, however, does not contribute any portion of the comprehensive fee, or any other financial assistance, to cover the costs of one or more individual courses taken at the Center, or for the winter term-in-residence when it is not taken in conjunction with a full fall or spring semester-in-residence at the Center or a major in Northern Studies.

FALL SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

This semester-long program is the equivalent of four normal Middlebury courses. The semester begins with a two-week field trip to eastern Canada, where students are introduced first-hand to northern environments and begin mastering techniques of environmental analysis. Emphasis will be on the floristics, soils and glacial geomorphology of the region. Detailed study materials will be sent to the students during the summer. These will form the basis of the lectures before we leave.

NE 310 Paleoenvironment and Prehistory of the Circumpolar North Fall

The present physical, biological, and cultural environment of the Circumpolar North is largely a function of a unique series of events and processes which have taken place during the Quaternary Period. These include repeated episodes of glaciation, dramatic changes in climate, major fluctuations in the distribution patterns of northern organisms, and the arrival and development of a variety of human societies in cold regions.

This course is concerned with the information, material, and techniques available to the scientific community which form the basis for the reconstruction of the events and trends of the Quaternary Period in northern areas. Particular emphasis is placed on the eclectic point of view which is necessary to developing concepts of the Quaternary, and to placing the present nature of the northern environment in a historical perspective.

The course involves weekly three hour lecture-seminar sessions, several of which will be team taught by the two participating instructors. Field and laboratory work will concentrate on the techniques of environmental reconstruction, including Quaternary geomorphology and stratigraphy and paleontological and archaeological techniques.

Mr. S. Young

NE 320 Dynamics and Characterization of Northern Ecosystems Fall

This course will concentrate on the interactions between polar organisms and their physical and biological environment on a broad scale. Topics will include energy pathways, predator-prey, parasitic, and other symbiotic relationships, destabilizing and cyclical factors in the ecosystem, and methods and concepts for describing, classifying, or otherwise characterizing boreal forest and tundra ecosystems and their components.

Field and laboratory work will consider methods of elucidating and measuring various processes and relationships typical of northern ecosystems and techniques for describing and comparing sample areas.

Mr. Cogbill

NE 330 Indigenous Cultures of the Circumpolar North Fall

For at least the last 15,000 to 30,000 years the native peoples of the Circumpolar North have been a significant factor in the natural environment of the region. This course offers an introduction to various indigenous cultures of northern regions at a time immediately before extensive contact was established with modern western culture. Some consideration will also be given to long established rural western communities in northern areas. Major emphasis is placed on the historical context of the emergence and establishment of these cultures, as well as on the ways in which the cultures have interacted with the natural environment.

Staff

NE 340 Polar Biota Fall

This course considers the identification, systematics, evolutionary adaptations, and autecology of the major groups of plants and animals which make up the biological phase of the northern environment. Some consideration is also given to the Antarctic biota. While the larger and more conspicuous terrestrial organisms receive the major emphasis in this course, some consideration is also given to aquatic and marine biota.

During the three-hour weekly lecture sessions, students will become familiar with the theory and process of identification and classification of the relevant plants and animals. Field and laboratory work will stress identification of these organisms, particularly vascular plants, in their native habitat.

Mr. S. Young

WINTER TERM-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

NE 350 Winter Ecology Winter

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the

environment, and the establishment of long-term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations by polar organisms. This course examines the physiological, anatomical and behavioral adaptations of polar plants and animals to winter and seasonal conditions in both terrestrial and aquatic ecosystems. Lab: The course is taught largely in an intensive lab and field work format. Topics include the observation of animal behavior, including radio tracking, the nature of cell adaptation in plants (and some animals) to below freezing temperatures, the behavior of aquatic ecosystems under thick ice cover and low light penetration, and the means by which organisms have adapted to the presence of a deep snow cover. Staff

SPRING SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this semester are NE 152, EC 155, and BI 190. This semester-long program is the equivalent of four normal Middlebury courses. During the spring semester, each student will plan and carry out an original research project under the supervision of the center's professional staff.

NE 360 The Political Economy of Resource Management Spring

A study of societal decision-making regarding the human use of natural resources and natural environments. The first half of the semester is devoted to a comparative examination of three theoretical approaches to this subject: the microeconomic perspective, the ecological perspective, and the institutional perspective. This is followed by a series of substantive applications of particular relevance to the far North. Topics covered in this section of the course include: Outer Continental Shelf oil and gas, hardrock minerals, forest products. marine fisheries, amenities values, and pollution control.
Mr. O. Young

NE 370 Northern Policy Studies Spring

The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course both applies existing knowledge and seeks new insights concerning the nature of public policy. Topics covered include: the role of the state in society, the formation of policy agendas, the analysis of policy alternatives, the enactment of specific public policies, policy implementation, and policy evaluation. Mr. O. Young

NE 380 Community Development in the Circumpolar North Spring

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (for example, large scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? This course focuses on various explanations of the contemporary problems of these rural communities and on an analysis of alternative strategies for alleviating these problems. Staff

NE 390 Northern Legal Issues Spring

Legal research and analysis differs greatly both from natural science and from social science. Using cases relating to the Circumpolar North, this course offers students an introduction to legal materials, processes, institutions, and modes of thought. In any given semester, case materials will be drawn from controversies pertaining to public land, Native claims, offshore oil and gas development, hard rock mining, water rights, forest management, wildlife, fisheries, and international resource agreements. Ms. Osherenko

NE 395 Northern Resource Conflicts Spring

The rapid growth of interest in developing the natural resources of the Circumpolar north has given rise to increasingly severe conflicts among interests active in both the private and public sectors. This course examines the nature of these conflicts and evaluates the merits of alternative methods of resolving these conflicts. Among the methods considered are litigation, arbitration, legislation, negotiation, and problem-solving as well as the responses to conflict traditionally used by indigenous northern communities. The course places considerable emphasis on participatory activities such as moot courts, gaming, simulations, negotiation exercises, and problem-solving sessions.
Ms. Osherenko, Mr. O. Young

Seminar Series Fall, Spring

Each semester, a number of outstanding experts on a variety of polar issues are invited to the Center to give guest lectures on their fields of expertise. These lectures are generally keyed to topics and material related to the formal courses. Students are expected to prepare for these guest lectures through reading of assigned material and to participate in discussion sessions with the visiting speakers following the formal seminars.

The seminar series is not technically a separate course and does not specifically carry course credit. However, seminar material is considered to be a vital part of the formal courses, and students are responsible for incorporating seminar material in the overall course work. Mr. Osgood

NE 500 Independent Study

NE 700 Senior Thesis

*Foundations Course

PHILOSOPHY

Professors: Lynne Baker, Stanley Bates, Hiroshi Miyaji, Victor Nuovo (chairman) *Assistant Professor:* Michelle LaRusch *Visiting Assistant Professor:* Richard Arthur

Non-majors. Most Philosophy department courses are open to students who are not majors and who have had little or no previous work in philosophy. PA 150, PA 201 and PA 202 are general introductions to the field and are open to students in all classes. Other courses in the 200 range are introductions to specialized areas of philosophical study which do not require particular competences, though students who have done work in the sciences, education, religion or the arts will find their studies in those areas of assistance. Except as noted, 300 level courses are generally open to students but they suppose a higher level of sophistication than the 200 level courses and are not normally open to freshmen.

Major program: Majors will elect ten courses in the department. All majors are strongly encouraged to take PA 180 and PA 223. Cognate courses, particularly in the areas of political science and religion, may be substituted for two courses with prior permission. Majors must elect one course in ethics, one course in philosophy of science and theory of knowledge, one course in the history of philosophy and two seminars.

Departmental Honors: To become a candidate for departmental honors in philosophy students majoring in philosophy must have a B average and, prior to registration for honors work, must submit to the department a research proposal. Students may register for honors work only after the department has approved their proposal. With departmental approval, students may register as honors candidates for two successive terms of PA 500 (normally during the Winter and Spring of their senior year). To receive departmental honors, students must complete a two term project resulting in a thesis or a set of thematically related papers and receive for their work a minimum grade of B+ and must maintain in all other departmental courses a B average.

International Major: Three to four courses, normally including PA 150, PA 180, and two of the following: PA 201, PA 202, PA 250, PS 255. Three of four philosophy course credits at a Middlebury School Abroad or an approved equivalent: two-semester senior seminar requirement, plus an advanced course in the language department. Minimum of ten courses.

***PA 150 Introduction to Philosophy** Fall, Spring

Philosophy has traditionally been conceived as the discipline which attempts to achieve the most comprehensive understanding of reality, and of the role of human existence. This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistomology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as: Plato, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. (Several of the sections of this course satisfy the Freshman Writing Requirement.) Staff

***PA 180 Introduction to Modern Logic** Fall, Spring

In this course students will learn the principles of correct deductive reasoning. Skills in recognizing and constructing correct deductions within a formal framework will be developed. As an aid in the development of such skills, students will learn to run a computer program which has been designed especially for this course. The program will reinforce points made in lecture and provide students with immediate feedback on their own work. There are no prerequisites for this course. It will not be assumed that students have an indepth knowledge of philosophy, mathematics, or computer science. Ms. LaRusch, Mr. Arthur

[*PA 190 Ethics and the Environment]

[*PA 201 Ancient and Medieval Philosophy]

***PA 202 Modern Philosophy from Descartes to Peirce** Spring

This course traces the development of modern philosophy in two consecutive periods: from Descartes to Kant and from Kant to the American philosopher C.S. Peirce. Major themes include: Cartesian doubt and the philosophical discovery of self-consciousness; materialism and pessimism in the late Renaissance: the great rationalist systems; the mechanistic theory of nature; British empiricism from Locke to Hume; Kant and the philosophy of the Enlightenment; German philosophy after Kant; Scottish philosophy after Hume; Romanticism and Utilitarianism in England; American Transcendentalism; Darwin and philosophy; the rise of academic philosophy in the United States; prospective on 20th century philosophy. Although this course is designed to follow PA 201, it does not presuppose it and can be taken separately. Ms. LaRusch

[PA 205 Human Nature and Ethics]

PA 207 Contemporary Moral Problems Fall

In this course we will examine some moral issues which, although not new, have been of special concern in recent times. In particular we will discuss the problems of racism, sexism, preferential treatment, abortion, euthanasia, incest, privacy, punishment and world hunger. We will see how philosophers have attempted to clarify these problems as well as see how philosophers have constructed bases for judging our actual behavior with respect to these problems. There will be three lectures and one discussion section each week.

Ms. LaRusch

[PA 213 Philosophy of Religion]

PA 222 American Philosophy Fall

This course will begin with an investigation of the "American Enlightenment" – that complex adaptation of European thought which lay behind the invention of America. We shall then discuss Transcendentalism, another current of American thought which needs to be understood against the European background of Idealism and Romanticism – with Emerson and Thoreau as principal figures. The last part of the course will concern the professionalization of philosophy and the development of what is usually thought to be the characteristic American philosophy, pragmatism. The central figures were C.S. Peirce, William James and John Dewey, and the contemporary inheritors of the pragmatic tradition, W.V. Quine and Nelson Goodman. Mr. Bates

[PA 223 Introduction to Contemporary Philosophy]

PA 230 Philosophy of Science Spring

According to a fairly widely held, but largely unexamined view, science is progressive, cumulative, and capable of telling us the objective truth about the world. It is said to be progressive because scientific change is thought to be a succession of better and better theories and not merely a matter of changing tastes, opinions or styles. It is said to be cumulative because earlier theories are thought to contain no truths which are not contained, in some form or other, in later theories. And the claim that science represents the objective truth about the world is again meant to place science on a higher epistemological plane then certain other forms of intellectual inquiry. To what extent are these claims justified? In this course, we shall examine some answers to these questions proposed by both recent and not so recent philosophers and we will test the strength of their claims against specific episodes in the history of science. (Some background in philosophy or natural science. Recommended: PA 180.)

Mr. Arthur

PA 231 Philosophy of History Spring

History as a critical discipline in the social sciences employs its own terms, concepts, and methods. The course, a branch of philosophical studies, will examine major theories of history proposed by philosophers and historians especially since the early 18th century. Issues to be discussed in the course include interpretations of the historical process, the nature of historical knowledge and historical explanation. For comparative purposes, the study of non-Western philosophy of history, especially Chinese and Japanese, will be considered.

Mr. Miyaji

[PA 233 Aesthetics]

[PA 250 History of Early Modern Philosophy: Descartes to Kant]

PA 253 Confucianism and the Confucian Tradition in East Asia Fall

Confucius (551–478 B.C.) is perhaps one of the most important and influencial teacher-scholars in the history of world philosophy. Together with Buddhism, Confucian philosophy shaped the Korean and Japanese minds. Confucianism developed into a rich amalgam of diverse concepts: Metaphysical, ethical, social and political. It also evoked opposing concepts and schools of thought, leading to the emergence of eclecticism. This course will inquire the origin and development of Confucianism and Neo-Confucianism in China, and its adaptation by and impact on the Japanese (especially Tokugawa Neo-Confucianism) and Korean (especially Yi T'oege and the Neo-Confucian orthodoxy of the Yi dynasty) thought. The course requires extensive readings and discussion of selected texts in translation. (There is no prerequisite to the course but RE 115 is recommended.) Mr. Miyaji

[PA 255 Kierkegaard, Marx and Nietzsche

[PA 256 Topics in Japanese Philosophy]

[PA 280 Intermediate Logic]

PA 309 Philosophy of Law Fall

We shall begin this course with a study of the two main opposing traditions of understanding and defining "law": the tradition of natural law and that of legal positivism. We shall then consider contemporary examples of these theories in the work of Lon Fuller and H.L.A. Hart. In the final part of the course, we shall look at a more specific problem in the philosophy of law, the theory of punishment.

Mr. Bates

PA 331 History of Materialism Fall

Of all philosophical doctrines, Materialism has the longest history, appearing first with the Greek Atomists of the 5th Century B.C. What makes it also one of the most interesting is its pivotal and controversial role as mediator between progressive science and radical politics. We shall be tracing its history from the Greek Atomists and Epicurians, through Hobbes and the 18th Century French En-

lightenment thinkers Diderot, d'Holbach and LaMettrie, to the Germans Feuerbach, Marx and Engels. Mr. Arthur

[PA 350 Metaphysics]

[PA 351 Theory of Knowledge]

[PA 352 Philosophy of Mind]

[PA 354 Philosophy of Language]

SEMINARS

The following seminars are required of senior majors, and are open to other qualified students by permission.

[PA 402 The Philosophy of Aristotle]

[PA 405 Locke and Leibniz]

[PA 407 Hegel's *Phenomenology*]

PA 410 Wittgenstein Fall

A study of Wittgenstein's early *Tractatus* and his major later work, *Philosophical Investigations,* and the continuities and discontinuities between the two. In addition to Kripke's interpretation of Wittgenstein on rules and private language, issues to be discussed include skepticism and the nature of meaning. Open only to advanced philosophy students. Ms. Baker

[PA 412 Contemporary Political Liberalism: Rawls and Dworkin]

[PA 414 The Nature of Belief]

PA 416 Contemporary Aesthetics Spring

This seminar will consist of a careful reading of the works of some of the most important writers on topics in aesthetic theory including Nelson Goodman, Stanley Cavell and Richard Wollheim. Mr. Bates

PA 500 Research in Philosophy Fall, Spring

(Open only to majors.) Staff

*Foundations Course

PHYSICAL EDUCATION AND ATHLETICS

Physical Education is a degree requirement and the Physical Education Program concentrates on lifetime sports so that all students leave Middlebury with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. The program consists of a pool test (or a course in beginning swimming) and five seasons in essentially lifetime sports. There is a credit maximum of three seasons for participation in intercollegiates, performing groups, club teams approved as independent programs, or instructional team sports. Included in this credit maximum are courses and/or exemption tests completed in the skills of the activity concerned. The department schedules two seasons in each of the two college terms and one season in the college winter term there are no Spring Tests.

Students may complete their Physical Education Program by utilizing any of the following options and opportunities:

a. Instructional course programs
b. Approved independent programs
c. Exemption program *(note further information below)*
d. Any combination of the above, including a credit maximum of three seasons for participation in intercollegiates, performing groups or instructional team sports.

The pool test or a beginning swimming course is required of all students. The test consists of jumping into the deep end of the pool and staying afloat for five minutes without assistance of any kind. Any method (floating, treading, swimming, survival floating) may be used. Beginners and those uncertain of their ability to pass this test should register for an instructional course in swimming. Current American Red Cross Advanced Life Saving or Water Safety Instructor cards (show cards at the Field House office) are accepted in lieu of the pool test, and WSI cards are accepted in lieu of the Swimming Exemption Test.

The Physical Education Program may be completed at any time or by any of the above options convenient to the student during his/her four years at Middlebury with the following exceptions:

1. *Exemption tests and pool tests may not be taken after the sophomore year without payment of a $25 fine for each test attempted except that one $25 fine covers both the pool test and the swimming exemption test.*
2. Tests must be taken during the scheduled testing periods indicated below.

The entire program may be completed by demonstrating strong competency at or above the intermediate level in three lifetime activities offered in the exemption program, provided the pool test has also been passed. The passing of one or two exemptions pro-

vides the student with one or two seasons' credit toward completion of the entire program. Students may take no more than three instructional courses in the same activity nor receive more than three seasons credit for the same activity (one of which may be an exemption credit) General Conditioning, Weight Training, Hydra-Gym Conditioning, Swimming for Conditioning, and like courses are considered as the same activity for which no more than three courses may be counted for credit towards completion of a Physical Education Program.

Students who are unaware of their current program status should check their Physical Education record *in person* with the Physical Education Secretary in the Field House to ensure completion of their program according to the printed catalog specifics.

All registrations for instructional classes in physical education are held in the Field House office, and registrations are held prior to the start of each of the five seasons during the college year. Registration is on a first come first served basis. There are only two exemption periods during the year (preceding the fall and winter II seasons) and students should sign up for test appointments at the Field House office prior to the announced exemption periods. Students should consult the appropriate department member concerning participation in intercollegiates and performing groups. Application forms for independent programs are available at the office in the Field House and are returnable, for consideration, to the department chairman's office when indicated during each registration for instructional courses. Students who wish to elect courses (i.e., the student does not need the course for physical education credit) should register with the department for the appropriate season to be scheduled for classes on a space available basis.

Physical Education Program (Fall, Winter I, Winter Program Term, Winter II, and Spring Seasons) Specific seasonal course offerings are available at the time of registration and prior to the start of each season.

Staff

Physical Education Instructional Course Registration Periods (9:00–12:00 and 1:00–4:00 at the Field House Office):

Registration Dates	Season
September 8, 9, 10	Fall
October 7, 8, 9	Winter I
December 1, 2, 3	Winter Program Term
February 9, 10, 11	Winter II
March 16, 17, 18	Spring

Season Dates
September 15–October 24, 1986
October 27–December 6, 1986
January 5–January 30, 1987
February 16–March 28, 1987
April 6–May 9, 1987

Exemption Periods and Tests: *Please note further information above regarding a $25 fine for each test taken after the sophomore year. There are no spring tests.*

Fall Tests (September 8, 9, 10, 11 as scheduled): Sign-up dates are September 4, 5, 8, 9: Archery, Badminton, Bowling (Test Fee $.90), Dance, Golf, Platform Tennis or Racketball, Squash, Swimming, Tennis and the Pool Test.

Winter Tests (February 9, 10, 11, 12 as scheduled): Sign-up dates are January 21, 22, 23, and February 10: Alpine Skiing, Badminton, Bowling (Test Fee $.90), Dance, Ice Skating or Ice Figure Skating, Platform Tennis or Racketball, Squash, Swimming, Ski Touring, Tennis, and the Pool Test.

There are no Spring Tests.

PHYSICS

Professors: Robert Gould, Frank Winkler (chairman) *Associate Professors:* Robert Prigo, Richard Wolfson (on leave) *Assistant Professor:* Jeffrey Dunham *Visiting Assistant Professor:* Stephen Ratcliff

Physics is the fundamental science, providing our basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum. Course offerings reflect the needs of three categories of students: (1) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in physics.

Nonscience students will find the fall term courses, PH 105 (Physics of Sports), PH 155 (Introduction to the Universe), and the spring term course, PH 101 (The Nature of Things: Physical Reality and Human Thought) especially suitable.

Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PH 109–110, which may be started in either fall for spring term. In addition, they may elect more advanced courses at the 200 level. Students in premedical and other programs requiring two semesters of physics should take PH 109–110; other 100-level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics and build both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in medicine, engineering, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

Requirements for the Physics Major: The major program consists of five required physics courses: PH 109, PH 110, PH 201, PH 202, and PH 212; a minimum of four electives in physics; and the senior program. Electives may be chosen from courses at the 200 level and above. In addition to the courses listed below, courses which satisfy the elective requirement in physics are frequently offered during the Winter Term. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus.

Prospective majors must begin the physics sequence no later than sophomore year. Starting freshman year allows more flexibility in the choice of courses and thesis topics.

Students who choose the physics major as preparation for medicine, business, law, or education often select many of their physics electives from topical courses at the 200 level. For students planning graduate work in physics, PH 302 (Electromagnetic Waves) and PH 401 (Quantum Mechanics) are essential. In addition, PH 330 (Advanced Mechanics), PH 350 (Statistical Mechanics) as well as MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of MA 213 extremely valuable.

Senior Program: The major program culminates with a three-unit senior thesis and comprehensive examination. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, nuclear physics, ultrasonics, plasma physics, solar energy and nuclear magnetic resonance. The comprehensive examination is given in the fall term of the senior year.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Pre-Engineering: Many students study physics with the intent of eventually doing engineering, either through a 3–2 program or in graduate school. Students who pursue a physics major *en route* to a 3–2 engineering degree should take the same five-course introductory sequence outlined above, two elective courses in physics, and MA 213. Four-year pre-engineering students take the normal physics major and choose electives in consultation with their advisor.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the "Physics C: Mechanics" and/or "Physics C: Electricity and Magnetism" examination, respectively. One AP credit is given to students who take the "Physics B" examination and achieve a score of 4 or 5, but such students are advised to begin their study of physics with PH 109.

***PH 101 The Nature of Things: Physical Reality and Human Thought** Spring

Designed for non-science students, this course will explore major ideas which shape our present understanding of the physical universe. Aristotelian cosmology, Galilean and Newtonian mechanics, light and sound, relativity, and the quantum principle will be considered for their impact on broader

realms of human thought. This philosophical perspective will be augmented by development of physical ideas in their historical context, giving a sense of the evolutionary and revolutionary processes which make for progress in science. The physical content of major ideas will be emphasized in a non-mathematical way, and simple exercises and demonstrations will familiarize the student with some of the less intuitive results of modern physics. Finally, attention will be given to major unsolved problems and to the forms that radically new physical understanding might take. (One section of this course is offered that fulfills the freshman writing requirement.) Mr. Prigo and Staff

PH 105 Physics of Sports Fall

The purpose of this course is to introduce students to Newtonian mechanics, using sports and sporting techniques as examples to illustrate the mechanics concepts. Sports to be addressed in this context will include the high jump, pole vault, broad jump, walking, running, shot put, hammer throw, baseball, tennis, football, basketball, discus, karate, boomerang, diving, tumbling, dancing, skiing, and many others. Emphasis will be given to establishing a general knowledge of Newtonian mechanics and revealing how such knowledge, when applied to the sporting world, can serve to broaden one's understanding and heighten one's appreciation of sports. (No prerequisites.) Mr. Prigo

PH 109 Mechanics Fall, Spring

This course examines the phenomenon of motion as it occurs throughout the universe. The important concepts of force, energy, and momentum are introduced and applied to systems ranging from subatomic particles to galaxies. Major topics covered include Newton's laws of motion, work and energy, linear momentum, collisions, gravitation, rotational motion, and oscillatory motion and waves. Emphasis is placed on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations are integrated into the course material to illustrate basic physical principles. (Students in PH 109 should either be enrolled concurrently in MA 112 or should have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab.

Mr. Prigo (Fall)
Mr. Prigo and Mr. Gould (Spring)

PH 110 Electricity and Magnetism Fall, Spring

The physical principles of electricity and magnetism are examined and developed to the point where understandings of the electrical structure of matter and the electromagnetic nature of light are gained. The theory of relativity is explored and its implications for mechanics and electromagnetism noted. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission. MA 113 is a corequisite.) 3 hrs. lect., 3 hrs. lab.

Mr. Gould (Fall)
Mr. Ratcliff (Spring)

[PH 145 Electronics for the Intimidated]

***PH 155 An Introduction to the Universe** Fall

This introductory astronomy course is open to all students, especially those who do not intend to major in the physical sciences. There are three primary goals: (1) To give some insight into how scientists come to understand nature through the interplay of theoretical models, laboratory experiments and observations. (2) To examine some of the recent discoveries of astronomy and astrophysics, e.g., quasars, pulsars, black holes. (3) To provide some appreciation for the sky as part of our natural environment and cultural heritage. The course focuses attention on several important topics, including how stars live, evolve, and die, the origin of the solar system, and the structure of our galaxy. Through a sequence of steps we move from the familiar and accessible to the enormous distances and times necessary to consider the past and future of the entire universe. Laboratory work includes use of the College Observatory. (No prerequisites.) 3 hrs. lect., 1½ hrs. disc./lab. Mr. Winkler

PH 201 Relativity and Quantum Physics Fall

This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, conservation of momentum and mass-energy), statistical distributions in physics, kinetic theory, quantization and photons, x-rays, and the atomic models of Rutherford and Bohr. (PH 110, MA 113 or permission.) 3 hrs. lect., one lab/disc. session.

Mr. Dunham

PH 202 Atomic and Nuclear Physics Spring

An introduction to quantum physics including wave mechanics, the uncertainty principle and wave-particle duality. Application of quantum mechanics is made to simple atomic and molecular systems. Nuclear physics and the theory of solids are also introduced. (PH 201.) 3 hrs. lect., one lab/problem session. Mr. Dunham

PH 212 Applied Mathematics for the Physical Sciences Spring

This course concentrates on the methods of applied mathematics and the special functions that are commonly used in physics, chemistry and engineering. Topics include differential vector calculus and orthonormal function sets used with the partial differential equations of physics. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (com-

puter) techniques will be employed. This course is a prerequisite for all 300 and 400 level physics courses. (MA 113, PH 110.) 3 hrs. lect., 1 hr. disc. Mr. Ratcliff

PH 221 Electronics for Scientists Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain "hands on" familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Gould

PH 266 Contemporary Astronomy and Astrophysics Spring

An introduction to the astrophysics of stars, the Galaxy, and the Universe, intended for students with some background in science. Topics include the structure and evolution of stars, pulsars, black holes, X-ray sources, supernovae, galaxies, quasars, and the expanding universe. Interactions between theory and observations by a variety of methods (e.g., optical, radio, X-rays, cosmic rays) will be discussed, with special emphasis on current research and recent results. (PH 109 or permission.) 3 hrs. lect./lab, hrs. arranged. Mr. Winkler

PH 302 Electromagnetic Waves Fall

The theory of Maxwell is used as the basis for an electrodynamic description of the behavior of light. Models for the propagation of waves in space and matter serve as the basis for an understanding of common phenomena in optics and communication. The theory is further illustrated through laboratory experience with lasers and microwaves. (PH 212.) 3 hrs. lect. Mr. Ratcliff

[PH 330 Analytical Mechanics]

[PH 350 Statistical Mechanics]

PH 401 Introduction to Quantum Mechanics Spring

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212.) Lecture and tutorials, 3 hrs. Mr. Gould

PH 402 Advanced Quantum Mechanics Fall

This course will emphasize realistic atomic and nuclear structure calculations using the techniques of perturbation theory and angular momentum coupling. A major goal is direct and complete calculations of fine structure, hyperfine structure and the Lamb shift for the hydrogen atom in the presence of perturbing fields. A quantized electromagnetic field will be used to calculate transition rates and angular distributions for simple radiating systems. Nuclear magnetic resonance and blackbody radiation will receive extended treatment. A review of basic nuclear phenomenology will lead to nuclear structure calculations with the shell model. (PH 302 and PH 401.) Mr. Winkler

[PH 405 Nuclear and Particle Physics]

PH 500 Independent Study and Special Topics Fall, Spring

(Permission.) Staff

PH 705 Senior Research and Thesis Fall, Winter, Spring

Independent study in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in October. (Three units total.) Staff

*Foundations Course

POLITICAL SCIENCE

Professors: Murray Dry, Russell Leng (on leave winter and spring terms), Paul Nelson (on leave winter and spring terms), Olin Robison, David Rosenberg *Associate Professor:* Eric Davis (chairman) *Assistant Professors:* Michael Kraus (on leave), Gary Meyers *Visiting Instructor:* Theodore Reuter

Political Science defines, describes, explains, and evaluates political phenomena. It does so in a number of disciplines or habits, including philosophy, science, history, and prudence. Consequently, the departmental course requirements include one which concentrates on the classic texts in the subject, and another which considers the methods of modern political analysis. Intermediate level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an Honors thesis. The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the Major in Political Science: A major must take ten regular fall or spring

term political science courses, including: (1) PS 101 or 107; (2) PS 103 or 104 or 208; (3) fulfillment of a field distribution requirement; and (4) completion of the senior program.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: political theory, American political institutions, comparative politics, and international politics and foreign policy. Students must take two courses in any three of these fields.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400 level courses offered by the department. Seminars are open to juniors and seniors, but preference for admission into these small and intensive courses will be given to senior majors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, and in the Washington Semester program will not count as the equivalent of a Middlebury seminar.

Departmental Honors: Students who elect to seek departmental Honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an independent study project (PS 500). An Honors thesis proposal must be submitted for approval to the department prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for PS 700 for both the winter term and the spring term. After an oral examination of the completed thesis, Honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. The minimum grades required for Honors are a B+ on the thesis and a B average in other departmental courses.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and research courses; the department will not award PS 500 credit for political experience such as Congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight political science courses, among them (a) either PS 101 or 107, and (b) PS 103 or 104 or 208; (2) take at least two courses in any two of the four fields of political science; (3) fulfill the department's senior work requirement; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis.

International Major: This is a political science major combined with study abroad in both a foreign language and political science. The requirements are: (1) PS 101 or 107; (2) PS 103, 104 or 208; (3) a year's study at a Middlebury School Abroad or an approved equivalent; (4) an advanced course in the appropriate foreign language department; (5) ten political science courses, including those taken abroad; (6) completion of the distribution requirement in three fields of political science; and (7) completion of the department's senior program.

***PS 101 Introduction to Political Science** Fall

A study of classics of political science: Plato, *Republic;* Aristotle, *Politics;* St. Thomas Aquinas, in *Summa Theologica;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rousseau, *Second Discourse;* Marx, *Communist Manifesto* et al; Weber, "Science as a Vocation"; Nietzsche, *The Use and Abuse of History.* (Freshmen and sophomores or permission.)

Mr. Dry with Mr. Nelson

PS 102 The American Political Regime Spring

Our examination of this "first new nation" begins with the Constitutional Convention and the framers' deliberations over the best form of government consistent with the principles of the Declaration of Independence and appropriate to the people of the United States of America. Study of this and later critical moments in the interpretation and construction of the American political regime requires an examination of the writings of *The Federalist,* Jefferson, Marshall, Calhoun, Tocqueville, Lincoln, and Frederick Douglass. Next, selected basic problems in American politics are examined by means of Supreme Court cases and critical essays. Topics have included race, moral basis of international action, and higher education.

Mr. Dry

PS 103 Introduction to Comparative Politics Spring

This course will introduce students to both the theory and substance of comparative political analysis through the study of countries from the First, Second and Third Worlds. We will examine the questions basic to all political systems – including our own: what are the stakes of politics?; how is political competition organized?; who participates?; who benefits?; what are the overall results?

Mr. Meyers

PS 104 Introduction to American Political Processes Fall

An overview of the theory and practice of American politics, primarily at the national level. The writing of the Constitution in 1787 and the defense of it in *The Federalist.* The representative institutions of government (political parties, elections, interest groups). The policy-making institutions of government (Congress, Presidency, bureaucracy, judiciary). (Freshmen and sophomores or permission.) Mr. Davis

[*PS 107 Politics and the Studies of Politics]

POLITICAL THEORY

***PS 101** (See above)

[*PS 107] (See above)

PS 317 Classical Political Philosophy Fall

Study of the first great work of political philosophy, Plato's *Republic.* Although this book is itself perhaps the greatest example of the kind, so that a clear definition of what is going on in it could be inferred from the text itself, the course will begin with a general consideration of the character of political philosophy and with a consideration of *our* relation to this book. Study of the *Republic* will be followed by study of critiques of it, Aristotle's in Book I of the *Nicomachean Ethics* and in Book II of the *Politics,* and, time permitting, of other ancient or medieval teachings. Mr. Nelson

PS 318 Political Philosophy: Modernity Spring

The most general characterization of modern political philosophy is that it breaks with ancient and medieval thought by its "realism," or by its rejecion of virtue as the end of political life and its replacement of virtue by phenomena like natural rights, freedom, power and commerce. Writers include Hobbes, Spinoza, Rousseau, Burke, Hegel, Marx, and Nietzsche. Mr. Dry

[PS 401 Seminar on Political Philosophy]

PS 409 Seminar on Political Philosophy Fall

Study of Aristotle's political science as it appears in his *Nicomachean Ethics, Politics* and *Rhetoric.* In addition to trying to recover Aristotle's meaning, we will consider both some objections to Aristotle's political science (for example; that it is unscientific in the modern sense of the term science; that it is illiberal in its substance; that it is hopelessly ignorant of political events since its time) and some defenses of it (for example: that it is of all the studies of politics the most faithful to the character of its object, even in its modern forms; that it is the most adequate account we have of the relation between man as a political being and man as a knower). We will look in particular at recent literature on Aristotle to show there is no reason to "remove the remains of his reputation to a last resting place in the dreary cemetery of literature." (Permission.)

Mr. Nelson

AMERICAN POLITICAL INSTITUTIONS

PS 102 (See above)

PS 104 (See above)

PS 208 The Politics of the U.S. Congress Spring

An intensive analysis of representative government as exemplified by the United States Congress. Topics covered include theories of representation, the historical development of Congress, Congressional elections, norms and expectations for Congressional behavior, the rules of the legislative process, the internal organization of Congress (committees, parties, staff), and relations among Congress, the Presidency, the bureaucracy, and the courts. Some comparisons will be made between congress and both American state legislatures and national legislatures in parliamentary systems.

Mr. Davis

PS 305 American Constitutional Law: The Federal System Fall

Drawing mainly on Supreme Court decisions from separate reprints and Gerald Gunther's casebook, and also on interpretive books and essays, this course studies the Marshall Court, the Taney Court, the Civil War cases, the pre- and post-1937 Court, and the Warren and Burger Courts. The earlier cases focus on governmental powers in a federal system; the recent cases focus on the equal protection clause of the Fourteenth Amendment. A Mock Court case is anticipated. (Open to juniors and seniors with PS 102, or permission.)

Mr. Dry

[PS 306 American Constitutional Law: Individual Rights]

PS 312 The Politics of the Federal Bureaucracy Spring

An analysis of the theory and practice of public administration in America. Topics include classical and contemporary theories of bureaucracy (Weber, Barbard, Simon, Storing), the development of the administrative state in America, "merit" and "political" personnel systems, the budget process in the burearacy, the federal bureaucracy and state and local governments, administrative responsiveness to interest groups, and relations among the bureaucracy, the Congress, and the courts. The course will end with case studies of current administrative and regulatory policies. (PS 104 or 208 or permission.) Mr. Davis

[PS 314 The Politics of American Urban Areas]

[PS 402 Seminar in Constitutional Law]

PS 410 Seminar on Political Parties and Interest Groups in America Fall

An intensive analysis of Presidential elections. Topics covered will include the debate over Presidential selection at the Constitutional convention, the historical development of Presidential selection processes (with particular attention to post-1968 party reforms), critical and realigning elections (are we now in an era of political realignment?), candidate strategies in the primary and general election phases of the campaign, financing Presidential campaigns, and media coverage of Presidential elections. (Permission.) Mr. Davis

[PS 425 Seminar on the American Presidency]

COMPARATIVE POLITICS

PS 103 (See above)

PS 210 The Politics of Modernization in the Third World Spring

This course studies how traditional peasant societies are transformed into modernizing nation-states. Four basic problems of political development are considered: 1) the creation of a common national identity, 2) the development of effective instruments of power, 3) the establishment of legitimate authority, and 4) the production and distribution of goods and services. The lectures will explain the major ideologies and strategies used to solve these problems. Mr. Rosenberg

PS 220 Asian Politics Fall

This course provides an introductory survey of contemporary politics in Asia, with primary emphasis on China and Japan. The basic institutions of power will be examined as well as current issues of domestic and foreign policy. Mr. Rosenberg

PS 225 Comparative Politics: Western Europe Fall

A comparative study of the contemporary political systems of France, Great Britain, Italy, the Federal Republic of Germany and other nation states of Western Europe. We will consider first how history has shaped these political systems. We will then examine political institutions and performance in each of these countries. Finally, we will review a number of interpretations of West European political development and theories regarding the future course of "post-industrial politics." Mr. Meyers

PS 227 Soviet Politics Fall

Continuity and changes in the nature of Soviet politics and society from the Russian Revolution to the present. The course examines the influence of history, ideology and political leadership on contemporary politics. Staff

PS 328 Comparative Communism Spring

A study of Communist politics and ideology from the movement's cradle in Soviet Russia to its various manifestations in the contemporary world. The course examines the history of international Communism, selected cases of Communist revolutions, and the transformation of Communist parties into ruling regimes. Staff

PS 406 Seminar in Comparative Politics: West Europe Spring

Mr. Meyers

PS 414 Seminar in Comparative Politics: Soviet Union and East Europe Fall

An examination of several topical and theoretical themes in contemporary Russian and East European politics. The seminar will study political leadership and succession, the role of the military in politics, human rights, political socialization, and intra-alliance politics (including the Comecon and the Warsaw Pact). (Permission.) Staff

PS 430 Seminar in U.S.—Asian Relations Spring

This course examines the major issues and current policy options in contemporary Asian-American relations. Topics to be investigated are 1) Strategic Alliance and Economic Rivalry between Japan and the United States, 2) Diplomatic Normalization and Economic Reconstruction in U.S.-China Relations, 3) The Causes and Consequences of U. S. Interventions in Indochina and the Current U.S.-Vietnam Stalemate, 4) Strategic and Economic Interest versus Human Rights in Philippine-American Relations. (Permission.) Mr. Rosenberg

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, international behavior, the nature of the international system, and possible causes of international conflict. Contemporary international problems are used as illustrations, so students are expected to stay well-informed of current international events. Lecture and discussion section format. Mr. Reuter

PS 302 International Conflict Resolution Fall
Staff

PS 304 International Political Economy Spring
Mr. Reuter

PS 311 American Foreign Policy Fall

A critical examination of the elaboration, implementation, and impact of American foreign policy since World War II. The challenges posed by a rapidly changing international environment to democratic control of foreign policy will be evaluated through case studies including: the origins of the Cold War and the policy of containment; alliance politics and the reconstruction of Europe; American interventions in the Third World (Indochina, Central America, and the Caribbean); the opening to the Peoples' Republic of China; and the attempts of the United States to deal with international economic interdependence. Mr. Meyers

PS 404 Seminar on the Global Political Economy Fall

A study of "who gets what, how and why" in the international division of labor and income. The seminar will analyze the institutions (eg., the IMF, World Bank, multinational corporations, OPEC) and processes (for example trade and financial flows) which govern the international economy, with special emphasis on the relations between industrialized and developing countries. (Permission.)
Mr. Rosenberg

[PS 405 Seminar on the Causes of War]

PS 408 Seminar on United States-Soviet Relations Spring

An overview of U.S.-Soviet relations in both historical and contemporary contexts. The seminar explores the political, ideological, economic and military aspects and examines those factors that have historically influenced the competitive and the cooperative dimensions of this relationship. (Permission.) Staff

[PS 412 Seminar on Diplomacy]

PS 416 Seminar in International Relations Spring
Mr. Reuter

INDEPENDENT PROJECTS

PS 500 Advanced Projects

A program of independent work designed to meet the individual needs of advanced students. (Permission.) Staff

PS 700 Honors
(Permission.)

*Foundations Course

PSYCHOLOGY

Professors: A. Hunt Ewell, David Prouty (chairman) *Associate Professor:* Marc Riess *Assistant Professors:* Jeanine Heny (Linguistics), Bob Osborne

For the student who majors in psychology, engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human participants or sometimes infra-human subjects for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the major in Psychology:
A. Eleven courses in Psychology including the following:

1. PY 105, 201 and 302.
2. Three courses from among PY 203, 204, 225, 226 and 325.
3. Two courses from among PY 207, 208 and 301.
4. Two PY 400-level seminars.
5. One elective.

B. It is understood that exemption from a specific course requirement does not affect the general requirement of the eleven PY course minimum.

Senior Program: All majors in psychology must complete two of the advanced seminar courses in psychology. These are: PY 411, PY 415 (or PY 421), PY 416 (or PY 417), PY 426.

Department Honors in Psychology: Students who seek to be graduated with departmental Honors in Psychology should consult with some staff member no later than junior year to begin actively planning their research. PY 302 must be taken before, or during, the term in which the student submits the Honors proposal. One or more PY 500 courses may be taken to support the research. During the spring term of senior year candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of a B+ average in Psychology Department courses is needed for admission to Honors Candidacy.

Joint Major in Biology and Psychology: For students interested in this joint major, the requirements are: BI 125, 216, 250 and three electives in biology; PY 105, 201, 207, 301, and two PY electives, including one 400-level seminar (PY 302 is mandatory for Honors candidacy); three electives chosen with the adviser's approval in chemistry, mathematics or physics.

Joint Major in Psychology and Sociology: Consult chairmen of the respective departments for details.

PY 105 Introduction to Psychology Fall, Spring

This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, and applications in the following areas will be considered: biological bases of behavior, learning and thinking, development, personality and abnormality, and social behavior. (Not open to juniors or seniors.) Staff

PY 201 Logic of Statistical Analysis Fall

This course emphasizes a conceptual approach to the problems of introductory statistical analysis. Topics include descriptive statistics through multiple correlation and regression, and inferential techniques through chi-square and the elements of analysis of variance. Some simple arithmetic is required but most calculations themselves are handled through use of the MINITAB computer program. No prior computer experience is required but during the course students are expected to become comfortable with usage through supervised laboratory work. (Open to freshmen and sophomores with PY 105 or permission. Upperclassmen must have permission.) 3 hrs. lect., lab. Mr. Ewell

PY 203 Social Psychology Fall

This lecture course will provide a comprehensive overview of the discipline of social psychology from a psychological perspective (that is, a focus on the individual). Theory, research, and application concerning the following topics will be considered: self-knowledge, impression management, person perception, attitudes, social influence, aggression, altruism, attraction, sex and group dynamics. Mr. Riess

PY 204 Personality Psychology Spring

This lecture course provides an in-depth overview of the field of personality psychology. Several classical theories of personality including: (1) Freud's Psychoanalytic Theory, (2) Jung's Analytical Theory, (3) Sullivan's Interpersonal Theory, and 4) Rogers' Humanistic Theory will be discussed. Then the conceptual analysis and measurement of individual difference variables such as intelligence, self-concept, anxiety, need for achievement, fear of success, androgyny, and authoritarianism will be considered. Mr. Riess

PY 207 Conditioning and Learning Spring

This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. 3 hrs. lect., lab. Mr. Osborne

PY 208 Memory and Thinking Spring

This course deals with some of the problems of human memory and thinking; how information is coded, how it is stored, how stored information is retrieved, and how stored information may be used in dealing with new situations. The course touches on contemporary models of memory processes, concept learning, thinking, and some aspects of language. Mr. Prouty

PY 225 Child Psychology Fall

The purpose is to describe the major stages of child development in our society and to examine the principles and implications derived from this

description. The course will consider such topics as: the nature of the developmental process, perceptual-motor development, the growth of cognitive skills, language development, the emergence of personality, and the child in school. (This course will receive Teacher Education credit.)
Mr. Prouty

PY 226 Adult Development and Aging Spring

The course concerns itself with the process of physical and psychological development in the human adult within the context of contemporary society. The topics considered include: theories of development and aging, adult cognitive functioning, personality stability and change, sexuality, relationships, and work and leisure. Also considered are the social aspects of aging and death and dying. Mr. Prouty

PY 301 Physiological Psychology Fall

The central focus is on the neurophysiological and neuroanatomical substrates of both human and animal behavior. In the laboratory the student will learn several of the surgical and anatomical techniques used to investigate central nervous system function. (PY 105 or permission.) 3 hrs. lect., lab.
Mr. Osborne

PY 302 Research Methods in Psychology Spring

This course focusses on the problems and procedures for conceptualizing, designing, conducting, and reporting, psychological research. During the term students engage in two researches drawn from the fields of psychophysics and perception to obtain first-hand experience with such research. (PY 201.) 3 hrs. lect., lab. Mr. Ewell

PY 306 The Exceptional Child Fall

Exceptional children are all those children singled out by a prefix or label. Whether the label is "retarded", "deaf", "learning disabled", or any of the supply of terms psychologists, educators, and others have developed, it marks children as exceptions to some theoretical norm. This course will consider the variety of human functioning and the problems in defining and using categories of exceptionality. Attention will be given to communication and sensory handicaps, dysfunctions and disabilities with organic bases, subtle handicapping conditions such as specific language disability, and both extremes of intellectual functioning.
Mr. Prouty

PY 325 Abnormal Psychology Fall

This course focusses on the processes of detection, classification, and dynamic formulation of the etiology of mental illness. Particular emphasis is laid on the psychological interview as a technique for forwarding such processes. (PY 204 or PY 225.) 3 hrs. lect. Mr. Ewell

PY 350 Directed Research in Psychology Fall, Spring

Directed research provides the opportunity for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read the background literature on the content area to be investigated and the experimental methodologies to be used. Then the procedures involved in conducting psychological research will be learned through first-hand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, the student will learn how to write technical articles in psychology by preparing a paper, in American Psychological Association Format, describing the project on which he or she worked. (Permission, 3 courses in psychology beyond the introductory level, and junior or senior status.) Staff

PY 411 Contemporary Issues Fall

This course will consider some of the major historical figures and conceptual frameworks that have shaped the present psychological scene. We will examine the continuing influence of Freud and Skinner, the reemergence of mind, and the challenge of Carl Rogers and the "third force." We will examine contemporary approaches for traces of the past and the possibility of the emergence of new paradigms and directions. The attempt is to see psychology as both a science and as a human endeavor. (Three psychology courses, or permission.)
Mr. Prouty

PY 415 Self-Presentation Fall

In social interaction we often consciously or nonconsciously (i.e., out of awareness) attempt to influence the impressions of ourselves that we project to others. These activities, referred to as self-presentation or impression management, will be considered in detail from both psychological and sociological perspectives in this seminar course. First, we will consider the nature of self-presentation, its place in interpersonal relationships, and the role that the self-concept plays in it. Then we will explore in detail how people constuct, protect, maintain, and enhance their social identities through verbal and nonverbal tactics of impression management. (At least one psychology course beyond the introductory (i.e., 100) level.) Mr. Reiss

[PY 416 Limbic System]

PY 417 Physiological Basis of Learning and Memory Spring

This seminar course deals with attempts to uncover the underlying physiological changes that enable the individual to benefit from experience. Following an introduction to ethological and experimental approaches to learning, the strengths and weaknesses of various physiological approaches

will be examined. Traditional lesions, biochemical and stimulation studies will be covered, but emphasis will be placed on plasticity in model systems and simple systems. (PY 301 or permission.)
Mr. Osborne

[PY 421 Nonverbal Behavior and Communication]

PY 426 Psychoanalysis Spring
This seminar course deals with the formulations of various psychoanalytic theorists from Freud and his students to the neo-Freudians to Sullivan with respect to personality and the procedures of therapy. (PY 325 or permission.) Mr. Ewell

PY 500 Advanced Research Fall, Spring
A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission.) Staff

PY 703 Honors Candidacy Spring
Students hoping to be considered as candidates for departmental Honors in Psychology must, under the sponsorship of a member of the department faculty, submit a formal, written research proposal to the department by November 10 of the senior year. If the proposal is approved by the department, the student will be considered a candidate for departmental Honors and will enroll in this program, as one course-equivalent, during the spring term of senior year. Decision about the award of departmental honors will be taken after the student submits a thesis. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for High or Highest Honors. (Permission.) Staff

See also Program in Linguistics.

RELIGION

Professors: Robert Ferm (chairman), Steven Rockefeller (on leave), Charles Scott *Associate Professor:* Donald Lopez (on leave) *Assistant Professor:* O. Larry Yarbrough *Visiting Assistant Professors:* John Keenan, Tomoko Masuzawa *Instructor:* Robert Schine

Courses in religion are designed to acquaint students with the many aspects of religious life in a variety of cultural settings, and with the chief methods in investigating and interpreting religious phenomena.

Major Program: A major in religion must satisfactorily complete ten courses. The required courses are:

I. RE 105 or RE 280 or RE 281, (A major may not take RE 280 or RE 281 and subsequently receive credit for RE 105.)
II. RE 115
III. RE 110 or RE 201 or RE 204
IV. RE 301 or 302
V. Three additional seminars.

A cognate course may be included in the major but only with *specific* and *prior* permission. Each major will elect an area of concentration which may be a religious tradition, a theme, a field (such as Biblical studies, philosophy of religion), or an historical period.

Philosophy-Religion Joint Major: Students whose interest is the philosophy of religion or the religious aspect of philosophy may elect a joint major in philosophy and religion. For a detailed description of the major, consult either department chairman.

Departmental Honors: Students who have maintained a B average in departmental courses may elect at the end of their junior year to become candidates for departmental Honors. During the fall semester of senior year an Honors candidate shall enroll in a RE 500 course and do preliminary research on a chosen topic under the direction of a faculty member. Following the satisfactory completion of this course and with the recommendation of the faculty member the student shall prepare a thesis during the winter and spring terms (the thesis will count as two course credits). "Honors" shall be awarded to candidates who receive a B+ as their thesis grade; "High Honors" to those who receive an A−; "Highest Honors" to those who receive an A; in each case candidates must maintain a B average in their departmental course.

INTRODUCTORY COURSES

100 and 200 level courses are open to all students without prerequisite or permission.

***RE 105 An Introduction to the English Bible** Fall
This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major stories from the Old and New Testaments, with the historical contexts, and with the critical methods by which these materials may be better understood. One emphasis will be the relation of the Bible to art, literature, and morals. Mr. Yarbrough

[*RE 110 Foundations of Western Religious Life and Thought]

***RE 115 Introduction to Eastern Religious Thought** Spring

An introduction to the central figures and key concepts of the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, and Taoism. The values which shaped the classical civilizations of India, Tibet, China, and Japan will be studied through the principal texts of each tradition.

Mr. Keenan

COURSES ON RELIGIOUS TRADITIONS

***RE 201 The Jewish Tradition** Fall

An introduction to Judaism with readings in a representative selection of primary sources drawing from biblical to medieval times. Topics will include: the world of biblical religion; Judaism in the Hellenistic Age; the Talmudic period; liturgy; the emergence of Jewish philosophy in the orbit of Islam; the development of Jewish law and mystical thought. Mr. Schine

RE 204 The Christian Tradition Fall

An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, Eastern Orthodoxy and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the postenlightenment period and end with some contemporary issues. Mr. Ferm

[RE 209 The Hindu Tradition]

RE 210 The Buddhist Tradition: India and Tibet Fall

An introduction to the history of Buddhist thought and practice in India and Tibet. The course is designed for both the student with no background in Indian religion as well as for the student interested in exploring the Buddhist tradition at a more advanced and specialized level. The course will deal with such basic topics as the life of the Buddha and the Four Noble Truths as well as the advanced topics of Madhyamika philosophy, Buddhist tantra, the nature of ignorance and wisdom, and the structure of the Hinayana and Mahayana paths.

Mr. Keenan

[RE 211 The Buddhist Tradition: China and Japan]

RE 212 Chinese Religions Fall

A thematic introduction to the many forms of Chinese religion from pre-historic times to the present. Topics include: cosmology, family religion, the quest for immortality, the Chinese pantheon, state religion, shamanism, geomancy, as well as the organized religions of Buddhism and Taoism. Readings include primary texts from the great tradition *(Book of Changes, Classic of Filial Piety)* and selected studies of Chinese popular religion.

Mr. Keenan

[RE 215 Shinto: Japanese Indigenous Religious Beliefs]

[RE 217 Greco-Roman Religions]

***RE 220 The Shaping of American Religious Life** Spring

A study of the historical sources of the western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America, the impact of westward expansion, and the influence of social and intellectual change in the late 19th and 20th centuries. Mr. Ferm

COURSES ON TEXTS AND TOPICS

RE 280 Studies in Hebrew Bible/ Old Testament Fall

An introduction to the Hebrew Scriptures as they reflect the history, religion, institutions and ideas of ancient Israelite culture. Topics will include: the Genesis narratives and Exodus; law codes; the sources of the Pentateuch and historical books; the nature of ancient Israelite prayer and cult; the prophetic critique of religion and society; messianic expectation; wisdom literature. The final sessions of the course will be devoted to questions pertaining to the composition and canonization of Scripture, the history of Bible scholarship, and the status of the Hebrew Bible in Jewish and Christian tradition. Mr. Schine

RE 281 Studies in the New Testament Spring

This course examines early Christian life and thought as reflected in the writings of the New Testament. It will deal with the life and teachings of Jesus, his major interpreters (such as the writers of the gospels and Paul), and the common people who followed them. Mr. Yarbrough

[RE 291 Religion and Literature]

RE 292 Psychology and Religion Spring

A study of selected writings by Freud, Wm. James, Kierkegaard, et al., with an eye to understand the relation and correlation between religion, neurosis, and sexuality. In particular, the religious notion of the law, and of sin, guilt and redemption will be examined in light of the psychoanalytic literature. We shall further inquire to what extent these notions can be understood as psychological categories, and whether or not they are seminal only in patriarchal or father-oriented religions. Ms. Masuzawa

RE 295 Voices of Dissent, Resistance, and Liberation Fall

A study of major theologians and Church leaders, Catholic and Protestant, who have been social critics in the twentieth century. Among those to be considered are W. Rauschenbusch, R. Niebuhr, M. L. King Jr., and Rosemary Ruether in the U.S.A.; Dietrich Bonhoeffer in Germany; de Gruchy, Boesak, and D. Tutu in South Africa; Gutierrez, Segundo, and Dom Held Camara in South America. Mr. Scott

SEMINARS IN RELIGION

RE 301 Modern Views of God and Religious Life: the Nineteenth Century Spring

Studies in the writings of selected 19th century thinkers, including Schleiermacher, Feuerbach, Kierkegaard, and Nietzsche. The course will focus particularly on their respective understanding of the identity of God, the alienation of man, and the relation between religion and ethics, as these issues are reflected upon in the midst of the growing historical consciousness and secular interpretations of religious ideas. (Permission.) Ms. Masuzawa

RE 302 Modern Views of God and Religious Life: The Twentieth Century Fall

Studies in the writings of selected 20th century figures including Barth, Niebuhr, Tillich and liberation theologians. Mr. Ferm, Mr. Scott

[RE 303 Theories of Religion]

RE 304 Seminar in Jewish Thought Spring

What is Judaism? a body of beliefs, or a system of ethics? a philosophy, or a "revelation"? a form of religious nationalism or an apolitical "faith"? This seminar will consider the answers to these questions offered by modern Jewish thinkers, beginning with Achad Ha-am (cultural Zionism), and concluding with Martin Buber and Gershom Scholem. Their conceptions of Judaism will be seen in the context of their views on the nature of religion *per se,* on knowledge of God, the relation of religion and ethics, and the role of the mystical in modern religious thought. Mr. Schine

RE 306 The Puritan Tradition in America Spring

A study of the major figures and issues in Puritanism during the 17th and 18th centuries. The course will also deal with how these issues changed during the 19th and 20th centuries. (RE 220 or permission.) Mr. Ferm

[RE 308 Seminar in American Religious History]

RE 309 Seminar in Biblical Studies Spring

This year the seminar will focus on the letters of Paul. After surveying these letters, special attention will be given to recent scholarship on two related issues: law and the attitude to Judaism in Paul's thought. (Permission or RE 105 or RE 281.) Mr. Yarbrough

[RE 310 Seminar in Christian Theology]

[RE 311 Buddhist Philosophy]

[RE 312 Buddhist and Christian Enlightenment]

RE 314 Seminar in Christian Origins Fall

The focus of this year's seminar is the ethos and ethics of early Christianity. Participants will explore the ways early Christian communities addressed various ethical issues (wealth, military service, procreation, relations with the state for example), drawing on the attitudes of the surrounding world in the process of formulating their own responses. (Permission.) Mr. Yarbrough

RE 340 Seminar in the History of Religion Spring

Topics for 1986–87: Taoist thought—the *Tao Te Ching* (attributed to Lao Tzu) and the *Chuang Tzu* (attributed to Chuang Tzu) have exerted a profound influence on Chinese culture for over two thousand years. This course consists of a close reading of these two texts, together with selected traditional commentaries and modern interpretations. Issues include: creation mythology, metaphysics, mysticism, alchemy and Chinese science, relation to Taoist religious movements, and 20th century interpretations. (Permission.) Mr. Keenan

RE 500 Independent Research Staff

RE 700 Senior Research for Honors Candidates Staff

The following cognate courses may be credited toward the requirements for the religion major.

CL 105 Introduction to Hebrew

CL 206 Intermediate Hebrew

HI 328 The Reformation

PA 213 Philosophy of Religion

PA 253 Confucianism and the Confucian Tradition in East Asia

SA 380 Anthropology of Religion

*Foundations Course

RUSSIAN

Professor: Robert Baker (chairman) *Associate Professor:* Thomas Beyer *Assistant Professor:* Jane Miller *Visiting Assistant Professor:* Kevin Moss *Lecturers:* Alexandra Baker, Judith Olinick

The following courses taught in English by the Department of Russian are open to majors in other departments: *RU 151, Russian Literature's Golden Age; *RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 351, Dostoevsky; RU 352, Tolstoy; RU 353, Russian Theater; RU 354, Chekhov; RU 356, Russian Literature of the 60's and 70's.

Formal admission to the major program is attained through satisfactory grades in RU 151, RU 152, RU 201 and RU 202 or through satisfactory scores on a qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present.

Students of Beginning Russian will take a continuation course during winter term.

Prospective majors are strongly urged to take an intensive Russian course during the winter term following RU 201.

Normally a *major program* will consist of the following courses in addition to the qualifying courses listed above: RU 301, RU 302, RU 311, RU 321 and three other courses including RU 704, Senior Seminar. Students may meet some of the above requirements by attending Middlebury's Russian School or Middlebury's School in the Soviet Union (located at the Pushkin Institute in Moscow). Although all students will be expected to take work in the areas of language, literature, and civilization and culture, the program of an individual student may place greater emphasis on any of these three areas and each student's program will be planned individually in consultation with the chairman.

The *Senior Program* will consist of a seminar taken during the senior year. Students with an over-all B average and a B+ average in Russian courses will be encouraged to prepare an Honors thesis under the supervision of a faculty member. The final typed copy of the thesis will be due no later than April 20 of the year of graduation. The level of Honors will be determined by the grade on the thesis according to the following scale: A (Highest Honors); A– (High Honors); B+ (Honors).

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: economics, geography, history, or political science. The Russian and Soviet Area Studies program or a joint or double major with one of these areas of study makes a particularly strong program.

Since the fall semester of 1977 Middlebury has operated a semester-long program of intensive language study at the Pushkin Russian Language Institute in Moscow. Students anticipating applying for this program should begin planning their entire undergraduate program early. Interested students should consult with the chairman as early as possible concerning this program.

Students interested in the teacher certification program should consult with the chairman of the department and with the Director of Teacher Education at an early date to avoid conflicts in scheduling the required courses.

RU 101 Beginning Russian Fall

Four-skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sections) and intensive use of the language laboratory. Mr. Baker and Staff

RU 102 Beginning Russian Spring

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101 or equivalent.) Seven class meetings per week (two lectures, five drill sections) and intensive use of the language laboratory. Mr. Baker and Staff

RU 104 Russian for Reading Spring

Continuation of Beginner's Russian for those interested in Russian as a research tool. Decreased attention to active skills and increasing attention to reading, culminating in some reading in a student's field of specialization. (This course does not serve as a prerequisite for more advanced courses in Russian.) (RU 101 or equivalent.) Staff

***RU 151 Russian Literature's Golden Age (1830–1880) (In English)** Fall

The purpose of this course is to acquaint students with the history and development of Russian Literature from Pushkin to Tolstoy and with the critical reaction to that literature. The basic methods of the course will be class discussion supplemented by a few brief lectures on the literary and cultural background of Russia. It is hoped that the course will provide the students with an ability to enter the magical world of manipulation utilized by the Russian authors to circumvent the powers of Russian censorship. A variety of topics will be discussed, including economics, sociological, philosophical and historical considerations, but always as they relate to the unique literariness of the texts. The end results should enable the student to achieve sophistication in literary techniques, as well as an awareness of the Russian experience. No knowledge of Russian is required. Mr. Moss

***RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880–Present) (In English)** Spring

The purpose of this course is to introduce students to the exciting new experiments of Russian authors who found themselves competing against and reacting to the masters of Russia's Golden Age. Classroom discussion supplemented by brief lectures will focus on outstanding works (largely unknown and untranslated until this decade) which are representative of the various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from Decadence, Symbolism, Civil War, Constructionism, Utopian, Five Year Plan, War Communism, Socialist Realism, Thaw and Protest literatures. The emphasis will be on excellent literature rather than on the traditional approach to the Soviet classics. No knowledge of Russian is required. Mr. Moss

RU 201 Intermediate Russian Fall

Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Five class meetings per week and use of the language laboratory. (RU 102 or equivalent.) Mrs. Baker

RU 202 Intermediate Russian Spring

Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent.) Five class meetings per week and use of the language laboratory. Mrs. Baker

RU 301 Russian Conversation and Composition Fall

Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and freedom of self-expression in speech and writing. (RU 202 or equivalent.) Mrs. Baker

RU 302 Russian Conversation and Composition Spring

Continuation of development of oral and written fluency and correctness. Mrs. Baker

RU 311 Masterpieces of Russian Literature Spring

Reading in the original of select works from Old Russian Literature and 19th century writers. Readings in both English and Russian on Russian culture and civilization. Classroom discussions, oral and written reports in Russian (RU 202 or equivalent.) Mr. Moss

RU 321 Soviet Man and His World Fall

Readings in both Russian and English on Soviet culture and civilization. Classroom discussions, oral and written reports in Russian. (RU 202 or equivalent.) Ms. Miller

RU 351 Dostoevsky (In English) Fall

Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. No knowledge of Russian is required. Ms. Miller

[RU 352 Tolstoy (In English)]

[RU 353 Russian Theater (In English)]

[RU 354 Chekhov (In English)]

RU 356 Russian Literature of the 60's and 70's Spring

Russian writers of the 60's and 70's have shown themselves to be part of a world which includes Joyce, Nabokov, and Eliot as well as the Russian classics—Pushkin, Tolstoy, Dostoevsky. This course will examine the "new" Russian literature of the last fifteen years—some of it published in the USSR, some of it available only in the West—by writers on both sides of the border. Works by Solzhenitsyn, Brodsky, Aksyonov, Trifonov, Iskander, Rasputin and others. No knowledge of Russian required. Ms. Miller

RU 401 Advanced Language Study Fall
Mr. Baker

RU 402 Advanced Language Study Spring
Staff

RU 500 Advanced Studies in Language and Literature Fall, Spring
Supervised individual study for highly qualified students. Staff

RU 700 Senior Independent Study Project Fall, Spring
Staff

RU 704 Senior Seminar Fall, Spring
Topic to be announced. (Senior majors.)
Mr. Moss, Ms. Miller

See also Division of Foreign Languages.

*Foundations Course

RUSSIAN AND SOVIET AREA STUDIES PROGRAM

Participating Faculty: David Macey, Director (History), Robert Baker (Russian), Alexandra Baker (Russian), Thomas Beyer (Russian), Michael Kraus (Political Science), Ronald Liebowitz (Geography), Jane Miller (Russian), Kevin Moss (Russian), Judith Olinick (Russian), Olin Robison (Political Science)

A major in the Russian and Soviet Area Studies program seeks to combine proficiency in the Russian language with a solid interdisciplinary background in each of the social science disciplines that specialize in this important region, history, politics, and geography. It is expected that students who major in this field will be able to do senior work in one of these fields utilizing their language skills.

Requirements: The Russian and Soviet area studies major will be expected to acquire basic language proficiency in Russian. Course work in Russian may be taken at Middlebury during both the regular academic year and in Middlebury's summer intensive program.

Formal admission to the program is dependent on satisfactory grades in either RU 201 and RU 202 or a special qualifying examination. Beginning students of Russian will be expected to take a continuation course during the winter term of their first year. Prospective majors are also encouraged to take an intensive Russian course during the winter term following RU 201.

It is expected that majors in this program will also attend Middlebury's School in the Soviet Union (located at the Pushkin Institute in Moscow). During the fall of their senior year, after returning from the Soviet Union, students will be required to complete a senior interdisciplinary seminar in which they will utilize their language skills. This year this requirement may be fulfilled by taking HI 404.

Departmental Honors: Students who have a B average or better in their courses in the program may elect to seek Honors by writing a senior thesis. The thesis will normally begin as a senior seminar paper. Students who spend the fall of their senior year in Moscow can fulfill this requirement either by taking another seminar offered in the program or an independent project (RS 500) in the spring of their junior year, or by completing a two semester senior thesis (RS 700). An honors thesis proposal must be submitted for approval to the program during the winter term of the senior year. If the proposal is approved, the student will register for RS 700 during the spring term. Honors are conferred or denied on the basis of the thesis grade, following an oral examination.

The program offers two paths to the major. However, most students will be expected and encouraged to choose option A. Under this option, students will take 3 years of Russian language, will study for one semester in the Soviet Union, and will complete at least 6 courses in the social sciences (7 if they are candidates for Honors). It is expected that only those students who are unable to study in Moscow will take option B.

OPTION A:

Language: RU 101, RU 102, RU 201, RU 202, RU 301, RU 302; 1 semester at the Pushkin Institute; and at least 6 additional courses including:

(a) GG 222, HI 247, PS 227 (under normal circumstances, these courses should be taken before going to the Soviet Union);

(b) plus 3 additional courses including a senior interdisciplinary seminar (4 if a candidate for Honors) chosen from GG 422, [HI

248], HI 404, PS 328, PS 408, PS 414, RU 704, RS 500 or RS 700.

OPTION B:
Language: RU 101, RU 102, RU 201, RU 202, RU 301, RU 302 and at least 8 additional courses including:

(a) GG 222, HI 247, PS 227

(b) plus 3 courses including a senior interdisciplinary seminar (4 if a candidate for Honors) chosen from GG 422, [HI 248], HI 404, PS 328, PS 408, PS 414, RU 704, RS 500 or RS 700

(c) RU 151 or RU 311 (in Russian), RU 321 (in Russian).

Courses in section (b) of both options A and B may vary from year to year depending on staffing. They may also be supplemented by winter term courses offered both by faculty participating in the program and other faculty members, where appropriate. On occasion, a winter term course may also be offered in the Soviet Union.

This program fulfills the concentration requirement. Students are encouraged, however, to take as broad a range of courses as possible when fulfilling their degree requirements.

Course listing:

GG 222 Contemporary Geography of the Soviet Union
GG 422 Topics in Soviet Geography
HI 247 Russian History to the Great Reforms
[HI 248 Russian History from the Great Reforms to the Present] Offered in 1987–88
[HI 404 The Soviet Union]
PS 227 Soviet Politics
PS 328 Comparative Communism
PS 408 Seminar on United States-Soviet Relations
PS 414 Soviet and East European Politics
RU 101 Beginning Russian
RU 102 Beginning Russian
RU 201 Intermediate Russian
RU 202 Intermediate Russian
RU 301 Russian Conversation and Composition
RU 302 Russian Conversation and Composition
RU 151 Russian Literature's Golden Age (1830–1880) (in English)
RU 311 Masterpieces of Russian Literature
RU 321 Soviet Man and His World
RU 704 Senior Seminar

For a complete description of these courses see the course descriptions listed under the appropriate departments.

RS 500 Independent Project Fall and Spring
RS 700 Senior Thesis

SOCIOLOGY/ ANTHROPOLOGY

Professors: David Andrews, Rudolf Haerle *Associate Professor:* Margaret Nelson (on leave entire year) *Assistant Professors:* Ellen Basu, David Napier, E. Burke Rochford *Visiting Assistant Professor:* Steve Cornish

The Department of Sociology/Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for all sociology/anthropology majors: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 205, SA 301 *or* SA 302, and SA 700 *or* SA 710) which emphasize basic concepts, theory, and research methods. Beyond these specific courses, each student may choose 5 to 9 electives from the variety of substantive courses offered by the department, no more than two of which may be 100 level courses.

Ideally, students should take the Research Process course (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or

part of the junior year, the Research Process course should be taken during the sophomore year.

Joint major: There is an established sociology/psychology joint major. Consult the respective department chairmen for details.

International Major: SA 103, SA 105, SA 205, SA 301 or 302; courses in sociology/anthropology at a Middlebury School Abroad or an approved equivalent; SA 700 or SA 710 plus an advanced course in the Language Department. Minimum of ten courses.

Senior Program: The senior program consists of *either* a one-semester senior essay (SA 700) *or* a two-semester senior thesis (SA 710). Normally the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for departmental Honors. To achieve Honors, one must do superior work on both the senior thesis *and* course work in the department. Specifically, the level of Honors will depend upon (a) achieving a minimum of a B average in all sociology/anthropology courses and (b) the final thesis grade: B+ = Honors; A− = High Honors; and A or A+ = Highest Honors.

INTRODUCTORY COURSES

SA 103 Selected Topics in Socio-Cultural Anthropology Spring

This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined.

Ms. Basu

***SA 105 Social Man and Social Order: Issues in Freedom and Constraint** Fall

How is social order possible? What is the nature of society? What is the relationship between the individual and society? Is the individual free to behave as he or she wishes? In attempting to answer these questions, we shall explore the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicquestions, we shall explore the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicate this perspective, emphasis will be given to the original writings of Karl Marx, Max Weber and Emile Durkheim. Their ideas will be applied to selected contemporary social problems. (This course serves as an introduction to sociology.)

Mr. Haerle

SA 170 Anthropology through the Arts Fall

Designed with non-majors and humanities concentrators in mind (though not restricted to them), the course considers how anthropological issues are manifested in the arts. Several forms of the liberal and fine arts will be considered, and special emphasis will be placed upon novels that highlight anthropological concerns and on films that analyze or describe major topics in socio-cultural anthropology. We will investigate both how cultures represent themselves and how, in turn, they are represented by others. Mr. Napier

[SA 180 The Anthropology of Religion]

SA 190 The Evolution of Man and Prehistoric Cultures Fall

Within an ecological-evolutionary perspective, we will examine topics in physical anthropology including 1) the relevance of non-human primate studies for an understanding of man, 2) the emergence of the human line, 3) the origins of speech, and 4) physical variations among contemporary men. Archaeological topics include site discovery, dating procedures, archaeological inference and the transition from hunting and gathering bands to agricultural states. 2 hrs. lect., 1 hr. disc., 1 hr. film.

Mr. Andrews

[*SA 191 Introduction to Women in Social Thought]

THEORY AND METHOD

SA 205 Topics in Social Thought—Stability and Change Fall

Sociologists and anthropologists show similarities as well as differences in their approaches, though their goals are basically the same: ultimately, the description and analysis of human society. We shall compare approaches to common problems in the two disciplines and we shall see how differing use is made of common concepts. The differences between the two disciplines will be examined, but throughout the emphasis will be on synthesis and

integration. This year's topic will be change and stability within the frameworks of a variety of Sociological and Anthropological theories.
Mr. Cornish

SA 301 The Research Process—Sociology Spring
Introduction to the basic tools of sociological research from problem formulation (including the relationship of concepts, hypotheses and theory) through strategies of design and data collection, to the analysis and presentation of results. Exposure to interviews, structured observation and participant-observation. Concentration on the survey approach, with the entire class conducting an actual sample survey. Submission of the senior thesis or senior essay proposal. Strongly recommended for juniors. (SA 105 or permission.)
Mr. Haerle

SA 302 The Research Process—Anthropology Fall
The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to critically evaluate the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. (SA 103 or permission.) Mr. Andrews

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

SA 304 Women, Culture and Society Fall
The study of women cross-culturally raises a number of difficult and delicate issues. Do women constitute a legitimate category of analysis? What explains the diversity of women's roles across societies? How do we assess women's status and power? What forces create changes in women's roles? This course attempts to answer these questions and to compare and contrast women's roles in a variety of societies. Analysis will concentrate on three primary domains: family and kinship; symbolic systems; and political economy. Course readings deal primarily with non-Western societies, but not exclusively so. Ms. Basu

SA 307 Social Movements and Collective Action Fall
An analysis of the range of factors which influence the emergence and development of social protest, social movements, rebellion and revolution. Topics to be considered include: the generation and mobilization of discontent; recruitment and participation; member commitment; tactics and strategy; revolutionary situations and outcomes; collective violence; and, the factors which influence the success and failure of movement organizations and collective action in general. Emphasis will be placed on critically analyzing alternative approaches and theories of social movements and collective action (i.e., self-interest/deprivation, participation gratification, traditional collective behavior, and resource mobilization). Empirical studies will be used throughout the course. Mr. Rochford

SA 308 Sociology of Religion Spring
An analysis of classical and contemporary issues in the sociology of religion. Emphasis will be given to individual religiosity, the characteristics of religious institutions and organizations, the social functions of religion for society, religion and social change, and the changing role of religion in modern society. Specific topics will include: the dynamics of religious conversion and commitment; church, sect, and cult formation; the relationship of religion to other social and cultural institutions, factors influencing the rise of new religious movements, and the process of secularization. Mr. Rochford

[SA 315 Sociology of Education]

SA 316 The Sociology of Youth Spring
In the United States, the transition to adulthood is vaguely defined, resulting in an adjustment period characterized by "sturm and drang." The problems to which this course addresses itself spring from a set of historical, demographic, biological, cultural, economic and institutional forces and developments. Within the framework of a youth culture and peer group support, we shall explore the following types of issues: problems of social and sexual identity and maturity, youth in history and fiction, alienation and political activism, the generation gap, athletic participation and educational experiences, training for work and occupational aspirations, juvenile delinquency, and an overreaching concern with ethnic and class differentiations. Alternative solutions to the problems of youth will be considered and evaluated. (SA 105 or permission.) Mr. Haerle

[SA 345 Work, Leisure and Sport]

SA 370 Sociology of Inequality Fall
What are the causes and consequences of social inequality? How does the just society distinguish between inequality stemming from invidious ascription and that based on achievement? How are social institutions such as the political-economic system, religion, education, and the family related to such inequalities? This course will consider these and other questions concentrating on inequality based on social class, race and ethnic identity, and sex. Functionalist and conflict theories of inequality will be contrasted. Mr. Cornish

[SA 385 Medical Sociology]

SA 387 Sociology of Law Spring

An examination of the social, economic, and political factors affecting law creation, interpretation, and enforcement. Dominant theories of legal development will be analyzed and critiqued, and possible alternative theories will be explored. Specific cases of law creation and its application will be traced in some detail in this search for more adequate explanations of the role of law in given historical contexts. Mr. Cornish

[SA 390 The Sociology of Women]

AREA STUDIES

[SA 321 Native Peoples of North America]

SA 322 Native Peoples of South America Spring

An examination of the aboriginal peoples of South America, the Caribbean Islands and Central America to the Maya frontier. Major emphasis will be on these peoples at the time of first contact. Special concern will be the methodological and theoretical implications of the data. (SA 103 or permission.) Mr. Andrews

SA 326 Latin American Culture and Society Spring

An examination of the features that characterize the Latin American cultural area as seen from the anthropological perspective. Although historical data will be considered, the main emphasis is on contemporary Latin America. Particular attention will be paid to urbanization, subcultures, social stratification and value orientations. Mr. Andrews

[SA 330 Perspectives of American Society and Culture]

SA 335 Chinese Society and Culture Fall

China serves as a case study in the anthropological analysis of a complex non-Western society. This course will be a survey of the principal institutions and ideas which form the background to modern Chinese society. Topics covered include family and kinship, religion, political and economic systems, and social change. Materials will be drawn from descriptions of traditional, contemporary (including both mainland and Taiwanese settings), and overseas contexts. Ms. Basu

[SA 336 Indian Society]

SOCIAL PROCESS AND SOCIAL PROBLEMS

SA 343 American Community Studies Fall

An examination of the American experience since 1920, as viewed through the participants in various types of communities. Dominant cultural values (and their changes) will be studied in relation to emergent and changing community organization. Within the framework of the folk-urban continuum, consideration of various theories of community formation and development. The influence of industrialization, social class, and ethnicity will be explored in the context of the small town, the urban neighborhood, suburbia, the communal setting and in fiction. Assessment of methodological approaches and problems. Mr. Haerle

SA 344 Urban Sociology Spring

The development of sociology has always entailed a concern with the effects of urban areas on social life, its quality, distinctiveness and problems. Over the last decade there has been a considerable revitalization of urban studies with the emergence of interdisciplinary contributions to an understanding of the place of cities and city life in the latter half of the 20th century. The course will briefly examine the historical and ideological development of urban sociology as a prelude to the study of recent work on urban develoment, politics and planning in the West, Eastern Europe and the Third World. Mr. Cornish

SA 352 Social Psychology Spring

A consideration of the interrelationships between the individual and society. In particular, the course will examine the specific mechanisms that bind the individual to society; the societal factors which influence the formation of character or personality; and the implications social character has for social change and/or stability. Mr. Rochford

SA 354 Race and Ethnicity Spring

This course examines race and ethnicity as the basis for patterns of social interaction and social inequality in both western and non-western societies. Several current interpretations of ethnicity will be explored, including those which emphasize the institutional structures which support racial and ethnic inequality, conflict and competition over scarce resources and power, boundary definition and maintenance, and solidarity based on shared cultural understandings. Ethnographic examples will be drawn from Asia, Africa and the United States, and will include analysis of both contemporary and colonial settings. Ms. Basu

[SA 356 Anthropology of Change and Development]

SA 382 Symbolic Anthropology Spring

As the anthropological study of symbols and symbolic systems, this course examines the role of symbols in structuring society and expressing social ideas. Special attention will be given to the questions of how symbols are legitimized through the

symbolic language of myth and how they act to codify social identity. Mr. Napier

SA 388 Deviance Fall

This course will examine various sociological theories, ways of thinking and understandings about the nature of deviant behavior and its causes. Specific forms of deviance to be examined from a variety of theoretical approaches include: mental illness, crime, juvenile delinquency, rape, prostitution, and white-collar and corporate crime. To be considered also are the range of institutions (e.g., the asylum, jail and prison) and agents of social control (e.g., police, the courts, psychiatrists) responsible for processing and treating deviant populations. Emphasis throughout the course will center on what the study of deviance reveals about the nature of society. Mr. Rochford

SA 500 Advanced Individual Study Fall, Spring

Open to qualified students, by permission. Staff

SENIOR PROGRAM

SA 700 Senior Essay Fall

Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held during the fall semester. The final product must be presented in a written report of 30–45 pages, due at the end of the fall term. Staff

SA 710 Senior Thesis Fall, Winter

Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70–80 pages. Superior performance will be considered for Honors (see information on "Departmental Honors.") Due at the end of the winter term. Staff

*Foundations Course

SPANISH/ITALIAN

Professor: Roberto Véguez *Associate Professors:* Alicia Andreu (on leave), Ugo Skubikowski *Assistant Professors:* Eduardo Béjar, Fabio Girelli-Carasi, Jill Netchinsky, Patricia Zupan *Instructor:* Stephen Homick *Visiting Lecturer:* Judith Liskin-Gasparro

SPANISH

In its program of studies in Spanish the department is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the department's offerings are the Middlebury Program for juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses from the beginning level. Non-majors are encouraged to take advantage of these opportunities to widen their educational horizons by studying in the context of another cultural milieu. Majors are encouraged to supplement their programs by selecting, in consultation with the department, courses from related areas outside their major.

Major Program: The major consists of a minimum of eleven courses, including the following: 1) SI 300; 2) courses at the 300 level (not including SI 300); and 3) at least one advanced course beyond the 300 level during the senior year. No more than two courses at the 100 or 200 level may be counted towards the major.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings, with no more than two at the 100 or 200 level. Other requisites include SI 300 and at least one advanced course beyond the 300 level during the senior year.

Programs Abroad for Juniors: In the case of majors, it is the department's expectation that they will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the Teacher Education Program should consult with their advisers in both areas as early as possible to avoid any conflict in plans. Students planning to go abroad are required to have taken SI 300. The deadlines for applications are November 15 for the following spring semester and March 1st for the following fall semester or year.

Honors: Upon completing an advanced course beyond the 300 level during the fall semester of the senior year, the student may be

nominated as an Honors candidate (SI 705). The department will award Honors, High Honors, Highest Honors on the basis of the student's special project completed in SI 705 and his or her previous work in the department.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad. The special project for SI 705 may be a thesis or a comprehensive examination.

SI 101 Intensive Beginning Spanish Fall

An intensive approach to beginning Spanish, designed to meet the needs of students who want to master the structures and vocabulary of the language in a very short time. The weekly schedule calls for three hours with a master teacher and three hours with a drill instructor, in addition to at least one hour a week at the language laboratory and required attendance at the language tables. Students take Continuing Spanish as their winter term course. Mr. Véguez and Staff

SI 102 Continuing Spanish Spring

For students who have successfully completed SI 101 and the winter term course. This course reviews and reinforces the most important grammatical structures of Spanish, and it uses reading and audiovisual material as a means of introducing the student to reading and writing in Spanish.
Ms. Liskin-Gasparro and Staff

SI 201 Intermediate Spanish Fall, Spring

A course designed to consolidate the skills attained in SI 101–102 or its equivalent. Readings, discussions and compositions.
Ms. Liskin-Gasparro

SI 219 Self-Expression in Spanish Fall, Spring

A middle course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level.
Mr. Béjar and Staff

SI 220 Spanish Conversation Spring

An intermediate course designed to perfect the student's fluency in spoken Spanish through a carefully structured program leading gradually into free conversation on topics of broad general interest. The course is based on a variety of materials, including articles from current Spanish and Spanish American magazines and other media. (SI 219 or equivalent.) Mr. Béjar

***SI 231 Captains, Kings and Caudillos (in English)** Spring

Heroes and strong men in Hispanic letters have contributed to the sense of identity and community that pervades Spanish-speaking countries and their literary culture. This course will begin with an examination of the geographic, political, historical and anthropological background of *caudillismo* from the time of Cid to the revolutions of present-day Latin Americas; attention will then turn to its literary manifestations. Readings will include theoretical works on the nature of *caudillismo* and literary works dealing with both Spain and Spanish America, by Machiavelli, Manrique, Lope de Vega, Diaz del Castillo, Sarmiento, Asturias and Paredes.
Mr. Homick

SI 300 An Introduction to the Study of Hispanic Literature Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. (SI 219 or equivalent.)
Mr. Béjar, Mr. Véguez

(SI 300, its equivalent, or permission of the instructor is a prerequisite for all other 300 level courses.)

SI 301 The Hispanic Tradition in Literature Spring

An introduction to the masterworks of Spanish literature from the Middle Ages to the Civil War. The course will consist of two weekly lectures on the historical and cultural background of the period under study, and a weekly discussion on the literary work that best represents it. Students will be required to do class presentations, and to write papers. Prerequisites: SI 300 or permission from the instructor. This course is recommended for students who wish to go to Spain with the Middlebury program. Mr. Véguez

SI 303 Spanish American Literature from the Nineteenth Century to the Present Fall

The development of Spanish American letters from the 19th century movements of independence from Spain to the avant-garde literature of the present. Staff

[SI 315 El Arte de la Traduccion: Problemas y Soluciones]

SI 330 Latin American Civilization Fall

An examination of modern Latin America in the light of historical influences and sociological, culture and regional differences. Mr. Homick

SI 402 Cervantes y el "Don Quijote" Spring

A detailed discussion and analysis of the *Quijote* with additional readings from major literary and cultural sources. (Senior majors.) Mr. Véguez

[SI 410 The "Mass Media" in Spanish Literature]

SI 434 Teatro hispanoamericano moderno: Cuestion de Libertad Fall

Representative plays from modern Spanish-American theatre will be analyzed in light of their two most significant themes: the denunciation of social and political constraints placed upon the individual, and the attempt to liberate the dramatic act from narrative conventions. Consequently, this presentation will be complemented by an examination of contemporary experimental techniques which aim to create a total theatrical experience. Students will be encouraged to produce a play as a direct way of understanding the uniqueness of the dramatic genre within literature. Mr. Béjar

SI 440 Anti-Slavery Literature in Spanish America Fall

One hundred years have barely passed since the last black slave in the Americas was freed. Slavery was not totally abolished in Cuba until 1886, nor in Brazil for two years more. In this course, we will explore a number of texts, mostly narrative, that are representative of 19th century anti-slavery sentiment or Afro-Hispanic themes. The authors include Manzano, Villaverde, Gomez de Avellaneda, Tapia y Rivera and Isaacs. Critical focus will emphasize both historical context and close reading toward revealing the foundational construct that gives these works special relevance to important writers of today, such as Carpentier, Barnet and Nicolas Guillen. Ms. Netchinsky

[SI 450 Women in Hispanic Literature]

SI 500 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

SI 705 Seniors Honors Project Spring

I. **Honors Thesis**

Requirements:

1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an Honors Thesis proposal.
2. The student should have a topic which he/she wants to develop into an Honors Thesis.
3. The topic should derive from studies and experiences in the Hispanic/Italian fields at Middlebury.
4. The student submits a thesis proposal with a bibliography to a prospective advisor in the department by *November 1st.*
5. If the subject matter is deemed viable by the advisor, the proposal will be reviewed by the department.
6. Students will be notified of their grade in the senior course the week after Christmas.
7. Final proposals are to be submitted by the second Friday of winter term.
8. The due date for the first draft of the thesis is April 1st.
9. The due date for the final copy of the thesis is the last day of classes.
10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. The two readers will agree on the grade for the final draft. In case of a discrepancy, the department chairman makes the final decision.

II. **Written Comprehensive Examinations**

A. Rationales: The examination option allows the student to cover a wide range of topics, historical periods, and genres, and to fill in gaps not covered in his/her courses.

B. The Examination:

1. A student with a departmental and overall academic average of B+ and senior work of B+ or better may initiate the procedure for a Comprehensive Examination.
2. The student must submit a request to the advisor by November 1st. The student will then discuss with the advisor a plan of study consisting of the following: a discussion of the reading list, a reading schedule, and a schedule of meetings with the advisor and/or other department members, according to the latter's specializations.
3. The written exam will be taken on or before April 15. For Spanish majors, the exam will be evenly distributed between Latin America and Spain. Each department member will submit a question according to his/her specialization.
4. The Italian section of the department nominates a second reader for each examination, and the two readers agree on

the grade. In case of a discrepancy, the department chairman makes the final decision.

5. In case of failure on the Comprehensive Examination, the student may receive credit for SI 500, contingent upon the approval of both readers and the chairman.

ITALIAN

The Italian program at Middlebury recognizes the students' desire and need to *use* a foreign language, to make it a part of them and of their future professional life. With this practical end in mind, after two years of study, students will have a command of Italian which will enable them to make use of the language in a variety of disciplines. The two-year language sequence is therefore designed to make students eligible to participate in our School in Florence, where they will use Italian to study not only literature, but courses which include art history, political science, history, economics, linguistics and others. The School in Florence makes it possible to complete requirements for a full major, to fulfill the joint major or the international major in a variety of disciplines.

For those who prefer to remain on campus in their junior year, we offer survey courses in major literary figures, movements, and periods, and in modern culture. A Senior Seminar is offered regularly. Under special or necessary circumstances, the faculty direct independent research projects and/or tutorials.

The Major: The Italian major requires a total of not fewer than eleven units beyond SI 151–152, with no more than two from among courses taught in Italian at the 200 level (SI 251–252, SI 275), including Senior Seminar credit. All majors are expected to spend the full year at the School in Florence. To apply for the Junior Year in Florence, a student must complete SI 252. We reserve the right to require a student to attend a preliminary summer in Vermont if, in our judgment, preparation in Italian is insufficient.The academic year in Florence begins with a three-week preliminary session of intensive courses in language and civilization. After the preliminary session, full-year juniors enroll in language and literature courses at the *Sede,* and choose as many as two electives from the regular course offerings at the University of Florence. They also have the option of enrolling in one of the courses offered by Smith College, with whom we have a cooperative agreement. A junior without enough preparation to take courses at the University may enroll for both the fall and spring semesters at the Sede and audit classes at the university. N.B. Students who enroll in the School in Florence for the full year may transfer a maximum of 7 units towards the Italian major. One semester juniors may transfer a maximum of 4 units.

Joint Major: The Italian component of a joint major will consist of at least seven units beyond SI 151–152, with no more than two from among courses taught in Italian at the 200 level (SI 251–252, SI 275), including Senior Seminar credit. A Joint Major is expected to spend one semester at the School in Florence, either during the fall or spring semester.

Senior Work: All majors are required to enroll in a course for which they will receive senior seminar credit. The requirement may be fulfilled by enrolling in either SI 750 (when offered) or in a 400-level course offered by the department for SI 750 credit. In the latter case, students must consult with their advisers to determine which course would be most appropriate. Normal expectations for senior work include a research paper of no less than twenty pages.

Honors: See description under SI 705 in *Spanish* copy.

SI 151 Intensive Beginning Italian Fall

An introduction to the Italian language which provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Students are required to participate in the Italian table.
Mr. Skubikowski, Mr. Girelli-Carasi, Ms. Zupan

SI 152/WT Intensive Beginning Italian Winter

A continuation of SI 151, required for enrolling SI 152.

SI 152 Intensive Beginning Italian Spring

Emphasis on increased control and proficiency in the language through audiovisual, conversational and drill methods. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. (SI 151

or equivalent.) Students continue to participate in the Italian table.
Mr. Skubikowski, Mr. Girelli-Carasi, Ms. Zupan

SI 251 Intermediate Italian Fall
A review of the structure and vocabulary of Italian. Conversation and compositions will be based on readings selected from contemporary Italian prose to increase fluency and naturalness. (SI 152 or equivalent.) Ms. Zupan

SI 252 Advanced Italian Spring
Readings in modern and contemporary literature and related fields, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include a text integrating the writing of major literary figures with a review of grammar and selected works on contemporary writers chosen to introduce the genres, themes and terms of literature. (SI 251 or equivalent.) Mr. Girelli-Carasi

SI 275 Self-Expression in Italian Fall
Students will focus on expanding their written and oral skills at the intermediate level. Grammar lessons will be dedicated primarily to those points which continue to plague students even at a higher level. Weekly writing assignments will emphasize linguistic precision and variety, as well as vocabulary acquisition. Instructional materials will include selections from newspapers and news magazines, passages from contemporary Italian literature, as well as videotapes. Mr. Skubikowski

***SI 290 Dante (in English)** Spring
An introduction to Dante's major literary works, *La Vita Nuova (The New Life)* and the *Divine Comedy.* Close readings of the texts will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will be also discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature. Mr. Skubikowski

[*SI 294 The Italian Renaissance (in English)]

[SI 298 The Italians (In English)]

[SI 350 Contemporary Italian Culture and Civilization]

[SI 353 Italian Romanticism]

SI 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno Fall
This course acquaints students with the major 19th and 20th century works and movements and develops the students' linguistic, critical and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian. Authors to be considered will include: Leopardi, Verga, Aleramo, Pascoli, D'Annunzio, Pirandello, Montale, Ungaretti, Vittorini, Moravia and Ginzburg. Mr. Girelli-Carasi

SI 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo Spring
Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio and Petrarch. Ms. Zupan

[SI 452 Literature of the Renaissance]

SI 459 Modern Italian Fiction Fall
An introduction to the work of the major Italian novelists of the 20th century, the course will be conducted through class discussion with each author introduced by a formal lecture. Our goal will be to analyze the components of fiction: theme, form, technique; and the relationship between writer and the text. Each novel will be analyzed as an implicit essay on the writing of novels, with particular emphasis on the distinction between voluntary and involuntary messages. Works of the following authors will be chosen: Moravia, Lampedusa, Pavese, Morselli, Calvino and Sciascia. Critical readings will be selected from works of Gramsci, Luckaks, Eco, Barthes and Genot. Mr. Girelli-Carasi

[SI 484 Modern Italian Poetry]

SI 490 Dante in Italian Spring
Dante's youthful work, *La Vita Nuova,* will be seen in its relation to his masterpiece; discussions and readings will seek to place Dante in the context of medieval attitudes toward love and politics. Close reading of the *Inferno* is intended to familiarize the student with the nuances of Dante's style, as well as to facilitate textual understanding of the first *cantica.* Ms. Zupan

SI 550 Independent Study Fall, Spring
The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

[SI 750 Senior Seminar]

See also Division of Foreign Languages.

*Foundations Course

TEACHER EDUCATION

Associate Professor: Richard Dollase (chairman) *Lecturers:* Joanna Hall, Betsy Thurber *Assistants:* Katherine W. Cadwell, Francis T. Kelley

While the Teacher Education Program is not a major, successful completion of all the requirements of the program will be registered on the student's transcript as a concentration. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below are certified to teach in the State of Vermont, whose certificate is recognized by the following states. (However, some states now require a teacher competency examination before certification will be granted.)

Alabama
California
Connecticut
Delaware
Florida
Hawaii
Idaho
Indiana
Maine
Maryland
Massachusetts
Michigan
Nebraska
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
South Dakota
Utah
Virginia
West Virginia
District of Columbia
Overseas Dependent Schools

The initial Vermont professional certificate is probationary for a three-year period. After successful completion of three years of teaching, a continuing certificate is issued. Holders of the initial Vermont certificate who are teaching in another state must qualify for a regular professional certificate according to the requirements of that state.

Students interested in earning teacher certification should notify the Teacher Education office of their interest as early as they can, preferably by the fall of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 course units) to their student teaching and their study of teaching methods.

Requirements for elementary certification (K-6):

1) One term of college science or advanced placement in science.
2) A one-term course in the foundations of education. (Either PY 225 Child Psychology or TE 201: Critical Issues in American Education.)
3) A one-term course on the methods and materials of teaching reading, language arts and the social studies at the elementary school level. (TE 205.)
4) A one-term course on the methods and materials of teaching mathematics and science at the elementary school level. (TE 210.)
5) The professional semester:
   TE 404 Curriculum Development in Elementary Education. (Seminars/Workshops in the arts, physical education and health education.)
   TE 405–406–407 Student Teaching in the Elementary School.

Requirements for secondary certification (7–12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools is necessary for teacher certification. Middlebury College presently recommends students for secondary-level certification in the following areas: English, French, German, Russian, Spanish, Mathematics, Biology, Chemistry, Geology, Physics, Earth Science, Science, History and the other social sciences. Students who intend to major in the social sciences or who wish double certification should consult with the Director of Teacher Education as early as possible in their college careers.
2) A one-term course in the foundations of education. (Either TE 201: Critical Issues in American Education or TE 202: Issues in Adolescent Development.)
3) A one-term course on the methods and materials of teaching reading and study skills in secondary school subjects. (TE 220.)
4) The professional semester:
   TE 414 Problems and Methods of Secondary Education.
   TE 415–416–417 Student Teaching in the Secondary School.

The following The Foundations of Education Courses are highly recommended:
PA 210 Philosophy of Education (See Philosophy)
SA 315 Sociology of Education (See Sociology/Anthropology)

TE 201 Critical Issues in American Education Fall

A study of persistent problems and ethical issues in educational practice with emphasis on the developmental process and on how children reason and learn. Case materials and readings will focus on such issues as the best way to promote cognitive development and moral education, alternative schooling, minimum competency testing, school discipline, censorship, desegregation and the rights of teachers/students and the handicapped. Field work/research required of those planning to student teach at the secondary level. Mr. Dollase

TE 202 Issues of Adolescent Development Spring

Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Drawing upon cross disciplinary studies from psychology, sociology and the field of education, topics considered include adolescent peer culture, adolescent prejudice, new male/female roles, gifted education, juvenile delinquency and learning styles and learning problems of the adolescent. Field work is required for those planning to teach at the secondary school level.

Mr. Dollase

TE 205 Methods of Teaching Language Arts in the Elementary School Spring

An introduction to curriculum theory and design in language arts and social studies. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area.

Ms. Hall

TE 210 Methods of Teaching Mathematics and Science in the Elementary School Fall

An examination of current trends in content, methods and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area. Ms. Hall

TE 220 Teaching Reading and Study Skills in Secondary School Subjects Fall

An introduction to curricular and instructional theory as it relates to the teaching of reading and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area. Mr. Dollase, Ms. Thurber

TE 305 Contemporary Topics in Higher Education Spring

An analysis of the major issues relating to institutions of higher education. Specific seminar topics include selective admissions, the value of college education, college athletics, grading and evaluation, academic freedom and tenure, financing higher education, and governance and power. (Open to sophomores, juniors and seniors.)

Mr. Dollase

TE 404 Curriculum Development in Elementary Schools Fall, Spring

Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health and physical education will also be considered. (Corequisite: TE 405–406–407.) Ms. Hall

TE 405–406–407 Student Teaching in Elementary Education Fall, Spring

A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 404.) Staff

TE 414 Problems and Methods in Secondary Education Fall, Spring

The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415–416–417.)

Mr. Dollase, Ms. Thurber

TE 415–416–417 Student Teaching in the Secondary School Fall, Spring

A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414.) Staff

Field Experience in Teacher Education: The Teacher Assistant Program.

Winter Term only

This is an elective course designed to provide

practical, in-school experience for students who are interested in exploring the possibility of a career in education. Students will be assigned to work as Teacher Assistants on the elementary or secondary level, usually within the local schools, although arrangements can be made to work in other locales.

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Application forms may be obtained in the Teacher Education office. Students who intend to student teach during the fall semester must submit their completed applications no later than March 15th of the previous semester. Students who intend to student teach during the spring semester must submit their completed applications no later than October 15th of the previous semester. In order to be assured of a positive recommendation for certification, students must complete the student teaching experience (TE 405, 406, 407, or TE 415, 416, 417) with a grade of at least B.

Prerequisites to the professional semester are as follows:

Demonstrated competence in writing, speaking, mathematics, and mastery of the subject matter as attested by:
- —successful completion of a freshman writing course;
- —assessment by the Teacher Education Program staff of a student's language facility and articulateness in methods and materials courses;
- —achievement of a score of 500 or more on the mathematics section of the Scholastic Aptitude Test or passing a basic skills test in mathematics;
- —assessment by the department chairman in the student's major (secondary) or by the appropriate liberal arts faculty and the Teacher Education Program staff (elementary).

Demonstrated intellectual competence as attested by one or more of the following:
- —an overall B average the semester before student teaching;
- —a B average in field of major studies before student teaching;
- —review by the Teacher Education Program Committee of the applicant's transcript and letters of evaluation by the department chairman (or designate) in the major and by other liberal arts professors. The recommendation of the Teacher Education Program Committee will be submitted to the Vice President for Academic Affairs for final approval.

Demonstrated commitment and personal qualities needed for a successful career in teaching as attested by:
- —satisfactory performance in field work in the school as an observer, tutor or teacher assistant;
- —a sincere interest in undertaking student teaching and considering a career in education that is reflected in a personal statement and in an interview with the Teacher Education Program staff;
- —possession of such personal qualities as concern, enthusiasm, openness, empathy, cooperativeness and flexibility to adapt to new situations as evaluated by the Teacher Education Program staff, cooperating teachers involved in the student's field work and by other faculty at the College.

Also the following course requirements must be completed:
1. For elementary certification, successful completion of TE 201 (or an equivalent course in the foundations of education), TE 205, TE 210, and a one-semester course in science.
2. For secondary certification, successful completion of TE 201 (or an equivalent course in the foundations of education) and TE 220.
3. For all certification fields, the Teacher Assistant Program (winter term) is recommended, but not required.

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education
TE 404 Curriculum Development in Elementary Schools
TE 405–406–407 Student Teaching in Elementary Education

Secondary Education
TE 414 Problems and Methods in Secondary Education
TE 415–416–417 Student Teaching in the Secondary School

THEATRE, DANCE AND FILM

Professors: Ted Perry (chairman), Chandler Potter *Associate Professor:* Douglas Sprigg *Assistant Professors:* Penny Campbell, Andrea Olsen (on leave) *Instructor:* Bryan Schofield *Technical Director:* Richard Forman *Visiting Assistant Professor:* Peter Schmitz

MAJOR PROGRAM

A major in the Department of Theatre, Dance, and Film will choose one of four possible areas of emphasis:

1. Acting/Directing
2. Design/Production
3. Dance
4. Film Studies

All majors will elect the following core courses. (For courses which have been renumbered, the old number is in parenthesis.)

***TH 116 The Creative Process**
TH 500 Junior Independent Project
TH 700 Senior Independent Project

In addition to this core program, students will elect the designated courses in one area of emphasis.

ACTING/DIRECTING EMPHASIS

REQUIRED COURSES
TH 102 Acting I
TH 214 Directing I
EL 321 Shakespeare
Production Studio: TH 210/220

STUDIO COURSES (Choose 3)
TH 202 Acting II
TH 302 Voice for the Actor
Production Studio: TH 210/220
TH 400 Special Topics: Performance
TH 279 (TH 240) Movement Intentionality
TH 276 (TH 216) Anatomy and Kinestiology

DRAMA/THEORY COURSES (Choose 3)
TH 106 Introduction to Drama Study
TH 218 Playwriting I
TH 216 (226) American Drama
TH 306 Twentieth Century Experiments
TH 226 (326) Modern Drama
EL 111 European Drama
TH 400 Special Topics: Drama/Theory

COGNATE COURSES (Choose 1)
TH 211 Scene Design
TH 213 Lighting Design
TH 228 Playwriting II
TH 315 Costume Design
Dance Technique Class

DESIGN/PRODUCTION EMPHASIS

REQUIRED COURSES
TH 211 Scene Design I
Production Studio: TH 219/229
AR 101 Art History

STUDIO COURSES (Choose 5)
TH 213 Lighting Design
TH 315 Costume Design
TH 221 Scene Design II
Production Studio: TH 219/229
AR 209 Studio I
AR 210 Studio II
Additional Art Studio

DRAMA/THEORY COURSES (Choose 2)
TH 106 Introduction to Drama Study
TH 216 (226) American Drama
TH 306 Twentieth Century Experiments
TH 226 (326) Modern Drama
EL 111 European Drama
EL 321 Shakespeare
TH 400 Special Topics: Drama/Theory

COGNATE COURSES (Choose 1)
TH 214 Directing I
TH 284 (325) Dance History
TH 130 (117) Film Form and Sense
Production Studio: TH 210/220

DANCE EMPHASIS

REQUIRED COURSES
TH 284 (335) Dance History
PA 233 Aesthetics
Three terms of technique above the 200 level: (260/61, 360/61, 270/71)

STUDIO COURSES
A. Dance: (choose 2)
TH 276 (216) Anatomy and Kinesiology
TH 279 (240) Movement Intentionality
TH 370 Choreography
TH 400 Special Topics: Dance
B. Theater: (choose 2)
TH 102 Acting I
TH 223 Lighting Design
Production Studio 210/220
Production Studio 219/229

COGNATE COURSES

A. Music: (choose 1)
- **MU 109 Musical Language**
- **MU 120 World Music**
- **MU 220/221 Musical History**
- **MU 301 Electronic & Computer**

B. Art: (choose 1)
- **AR 101 Art History**
- **AR 102 Modern Art**
- **AR 103 Far Eastern Art**
- **AR 317 Film and Modernism**

FILM EMPHASIS

REQUIRED COURSES

TH 130 (117) Film Form and Sense
TH 231 Film History

FILM COURSES (Choose 4)

TH 232 (217) Independent Cinema
TH 330 (317) Film and Modernism
TH 233 (207) Non-Fiction Film
TH 234 (237) American Film Genres
TH 331 (327) Films of Antonioni
TH 235 Sight and Sound
TH 332 Workshop in Film Criticism

COGNATE COURSES

A. Theater: (Choose 2)
- **TH 102 Acting I**
- **TH 214 Directing I**
- **TH 218 Playwriting**
- **TH 306 Twentieth Century Experiments**
- **TH 226 (326) Modern Drama**

B. Cultural Background (Choose 3)
- **PA 233 Aesthetics**
- **EL 401 Literary Criticism**
- **AL 420 American Culture**
- **HI 216 Modern Europe**
- **HI 376 20th Century USA**
- **AR 102 Modern Art**

Honors: Students who maintain an average of B+ or better for courses taken within the department are eligible for departmental honors. Honors, High Honors, or Highest Honors will be awarded based upon both the quality of a student's work in courses and the quality of the Senior Independent Project, TH 700.

International Major: Students may choose to pursue an International Major in the department by taking the normal number and sequence of courses for the major, plus two to four courses in the discipline taught in a foreign language at a Middlebury School Abroad or an approved equivalent, plus an advance course in the department of the student's foreign language. Normally the TH 700 project will make use of the student's work in the foreign language.

FRESHMAN WRITING PROGRAM

The following course satisfies the freshman writing requirement. For a full description of the Freshman Writing Program, see p. 125.

TH 106 Introduction to Drama Study Fall

Masterpieces of dramatic literature will be studied as a way of exploring the possibilites of dramatic communication. The primary objective will be to enrich the student's appreciation of the dramatic experience through an examination of the relationship between text, stage, audience and culture.
Staff

DEPARTMENTAL COURSES

THEATRE COURSES

TH 102 Acting I Fall, Spring

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (Freshmen and sophomores only, or permission.) Staff

***TH 116 The Creative Process: Theatre, Dance, Film** Fall, Spring

A working examination of the process by which ideas are created and given shape in theatre, dance, and film. The individual creative experience is explored in terms of working methods and perceptual forms. Lectures, discussions, presentations and readings. Required of all majors in the Department of Theatre, Dance, and Film. (Open to freshmen and sophomores, or by permission.) Staff

TH 202 Acting II Fall, Spring

Designed primarily for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I are given intensive application to different kinds of dramatic texts. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission.)
Staff

TH 211 Scene Design I Fall

Practice in developing scenic schemes from the idea through the sketch or model. Class discussion, demonstrations and exercises lead to several design projects. Students with studio art experience have

found this work to be interesting and challenging, but previous training in drawing is not necessary. (TH 116, or permission.) Mr. Potter

TH 213 Lighting Design Fall

Stage lighting is a unique craft, although it does have areas in common with architectural, film, and TV lighting. This course examines theories applicable to all and design practice for the stage, leading to the planning and preparation of the light plot. Also includes studio experience relating theory to practice. Mr. Potter

TH 214 Directing I Fall

As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct a scene to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and permission.) Mr. Sprigg

TH 216 American Drama Spring

Approaching drama as a theatrical phenomenon, the course will explore dramatic and theatrical activity in the United States from the 18th century to the present, although the primary focus will be on the 20th century. Particular attention will be given to the work of Eugene O'Neill, Tennessee Williams, Arthur Miller, Edward Albee, Sam Shepard and David Mamet. Staff

[TH 218 Playwriting I]

[TH 221 Scene Design II]

TH 226 Modern Drama Spring

A study of representative playwrights, from Ibsen and Chekhov to Beckett and Pinter, whose radical experiment with the form and substance of dramatic and theatrical communication have shaped the drama and theatre as it exists today. Attention will be given to the historical/cultural context of the plays to determine what constitutes "modernism" in the theatre, but the major emphasis will be upon a close study of the dramaturgical techniques employed by each playwight and how these techniques are designed to communicate to an audience in the theatre. Staff

[TH 228 Playwriting II]

TH 302 Voice for the Actor Spring

Using Kristin Linklater's book, *Freeing the Natural Voice* as its foundation, the course will introduce students to the physiological basis of voice production. By means of a series of interrelated physical and vocal exercises, students will discover ways of replacing restricting patterns of speech with patterns designed to unlock the voice's full potential for volume, resonance, and expressiveness. In addition, students will study and present passages of Shakespearean verse in order to explore ways in which their new vocal skills may be used to express their increased intellectual understanding. Staff

[TH 306 Twentieth Century Experiments]

[TH 325 Costume Design]

TH 409 Special Topics: Spring Repertory Production Company Spring

This course forms the core of the *Spring Repertory Company* which may include actors, choreographers, designers, directors, playwrights, scene and costume technicians, and stage managers. There will be three to five productions in various modes and spaces. The practical work will be supported by workshops introducing basic ideas and procedures in such areas as approaching the script, architecture of performance spaces, schedules and planning, lighting, sound, and technical/dress rehearsals. Admission by audition or interview during the fall term. Mr. Potter and Staff

TH 500 Intermediate Independent Project Fall, Spring

In their sophomore year, majors, in consultation with their advisers, will develop projects and submit proposal forms by April 15th of the previous term for those wanting credit in the fall term, by October 1st for those wanting credit in the winter term, and by November 1st for those wanting credit in the spring term. Proposals will conform to *Handbook* "500" course regulations, to the department's *Guidelines for Student Participation,* and to the stipulations in the *Student Director's Checklist,* all of which are available in the Wright Theatre Box Office. Staff

TH 700 Senior Project Fall, Spring

In their junior year, majors, in consultaion with their advisors, will develop projects and submit proposal forms by April 15th of the previous term for those wanting credit in the fall term, by October 1st for those wanting credit in the winter term, and by November 1st for those wanting credit in the spring term. Normally, these projects will combine practical production work with written research and serve as a culmination of the student's four years of study. Staff

PRODUCTION STUDIOS

TH 210 Production Studio: Acting/Directing Fall

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Ap-

propriate written work is required. Normally auditions for the fall play are held during the first weeks of fall term; auditions for the winter play are held during the last weeks of fall term; and auditions for the spring play are held during the first weeks of winter term. Candidates for stage manager and assistant director should apply to the director of the production. (Permission required.)
Mr. Sprigg

TH 219 Production Studio: Design/Production Fall
Participation in the production process, from planning through strike. Students may work in all technical areas. Those with no experience are encouraged to participate. More advanced students concentrate their efforts in one or two areas with more responsibility. (Permission. Normally limited to freshmen, sophomores and juniors.)
Mr. Potter

[TH 220 Production Studio: Acting/Directing]

[TH 229 Production Studio: Design/Production]

DANCE COURSES

TH 160 Introductory Dance Fall, Spring
An introduction to dance involving technique, improvisation and composition, anatomy, and history. Technique includes flexibility, strength, coordination, rhythm, and movement vocabulary of the modern idiom. Improvisation is used to explore and learn concepts of space, time, energy and choreography from which beginning composition studies emerge. Conceptual aspects of the discipline involve selected readings, films, and performance viewing.
Ms. Campbell

TH 161/162 Advanced Beginning Dance Fall, Spring
These two semesters of work continue on into the craft of modern dance begun in TH 160. They provide the foundation of experiences needed in order to proceed with dance study at the intermediate level. A basic ballet vocabulary is built in support of developing modern techniques with emphasis on increased endurance, rhythmic and coordination skills. Composition becomes a weekly focus as students investigate the basic elements of choreography and the relationships of music and dance. Readings, films and live performances are used as the basis for exploration of dance aesthetics. (TH 160 or permission. TH 161 and TH 162 must be taken in consecutive order.) Mr. Schmitz

TH 260 Intermediate Dance I Fall
Concentrated intermediate level work in modern dance technique and choreography. Improvisation is used as a seeding ground for the development of choreography with attention given to form (organic form, climax, theme and variation, motif and development, chance, etc.) and more sophisticated aspects of space, time, energy. Creation and performance of original work is encouraged. Films and live viewing serve to extend the daily rigor of the studio experience. A brief but crucial academic component deals with aesthetics – questions and values of paramount importance to the dancer/choreographer as artist. (TH 161 and 162.)
Mr. Schmitz

TH 261 Intermediate Dance II Spring
Continuation of TH 260. Ms. Campbell

[TH 276 Anatomy and Kinesiology]

TH 279 Movement Intentionality for the Stage Spring
An investigation of the correlation of movement to character, personality, behavior, emotion, and psychological states. Theoretical and practical understanding of how people move, why they move as they do, and what movement says (non-verbally and subconsciously) will be achieved through readings, exercises, discussions, studio work and special projects. The material will be specifically geared for application onstage by actors, directors, dancers and choreographers. Mr. Schmitz

TH 284 Dance History Spring
Introductory lectures and readings on the origins of movement in ritual, its meaning, social function, cultural/historical implications, and development as an art form. Concentration is then focused on the emergence of the 20th century modern and post-modern dance via such innovators as Duncan, Graham, Humphrey, Limon, Cunningham, Nikolais, Louis, Halprin, Pilobolus, Monk, Tharp. Viewing of film and live performance aids in delving into the critic's world as both an historical study and a means to develop the ability to make aesthetic judgments about dance. Ms. Campbell

TH 360 Advanced Dance I Fall
Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work towards refining the body as a finely tuned expressive instrument. Improvisation continues to be used to serve choreographic ends focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work is expected. Criticism of class, film, and professional work help in developing a critical eye and the emergence of a personal philosophy and dance aesthetic which is formally articulated. (TH 260 and 261.)
Mr. Schmitz

TH 361 Advanced Dance II Spring
Continuation of TH 360. (TH 360 or permission.) Staff

TH 380/381 Dance Company of Middlebury Fall, Winter

The dancers work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect 4 to 6 rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in department technique classes are required. Auditions for company members are held fall semester for the full year. One credit will be given for two terms of participation. Performances and tour are scheduled during winter term. (Limited to sophomores through seniors, by audition.) Ms. Campbell

FILM STUDY COURSES

***TH 130 Film Form and Film Sense** Fall, Spring

The study of cinema as an examination of the central questions with which it is concerned: What is cinema? What is the nature of the cinematic experience? How is the nature of cinematic meaning informed by formal properties within the medium? How is cinema informed by issues of politics, society, technology, economics, means of production? Films are screened each week. Lecture, discussions. Readings and research papers required. (Open to freshmen, sophomores and juniors only.)

Mr. Perry

TH 231 Film History Fall

Film history may be studied from many different prespectives, including technological, social, economic, and as stylistic evolution. This course examines the historical development of the medium in and through the contribution of some of the most important directors, among them Antonioni, Bergman, Bresson, Bunuel, Capra, Kurosawa, Ozu, Lang, Renoir, Rossellini, Welles, Vertov and Brakhage. One example of each director's work will be screened; lectures will detail the unique contributions which that director has made to the development of film history. Readings will include critical analyses of each director's work and writings by the director. Screenings, lectures, research papers. (TH 130.) Mr. Perry

[TH 232 Independent Cinema]

TH 234 American Film Genres Spring

Examples of Western, Horror, Science Fiction, Musical and Gangster/Detective film genres are examined in terms of what they reveal about American attitudes, hopes, and fears. Special attention will be given to those films which reflect notions about the American hero, mission, family, self, frontier, capitalism, democracy. Screenings, readings, reports, and research papers. (TH 130 or permission.) Mr. Perry

TH 235 Sight and Sound Fall

The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the production of moving images, examine examples of this process, and then, using video equipment, actually produce and edit a number of short projects which require that they learn the rudimentary techniques for organizing images and sounds in ways which convey information and express feelings. Emphasis is upon learning certain technical skills necessary for the making of moving images but equal weight is given to the understanding of how and in what ways moving images can be assembled to communicate. (TH 130 and permission of instructor.)

Mr. Ungerer

[TH 330 Film and Modernism]

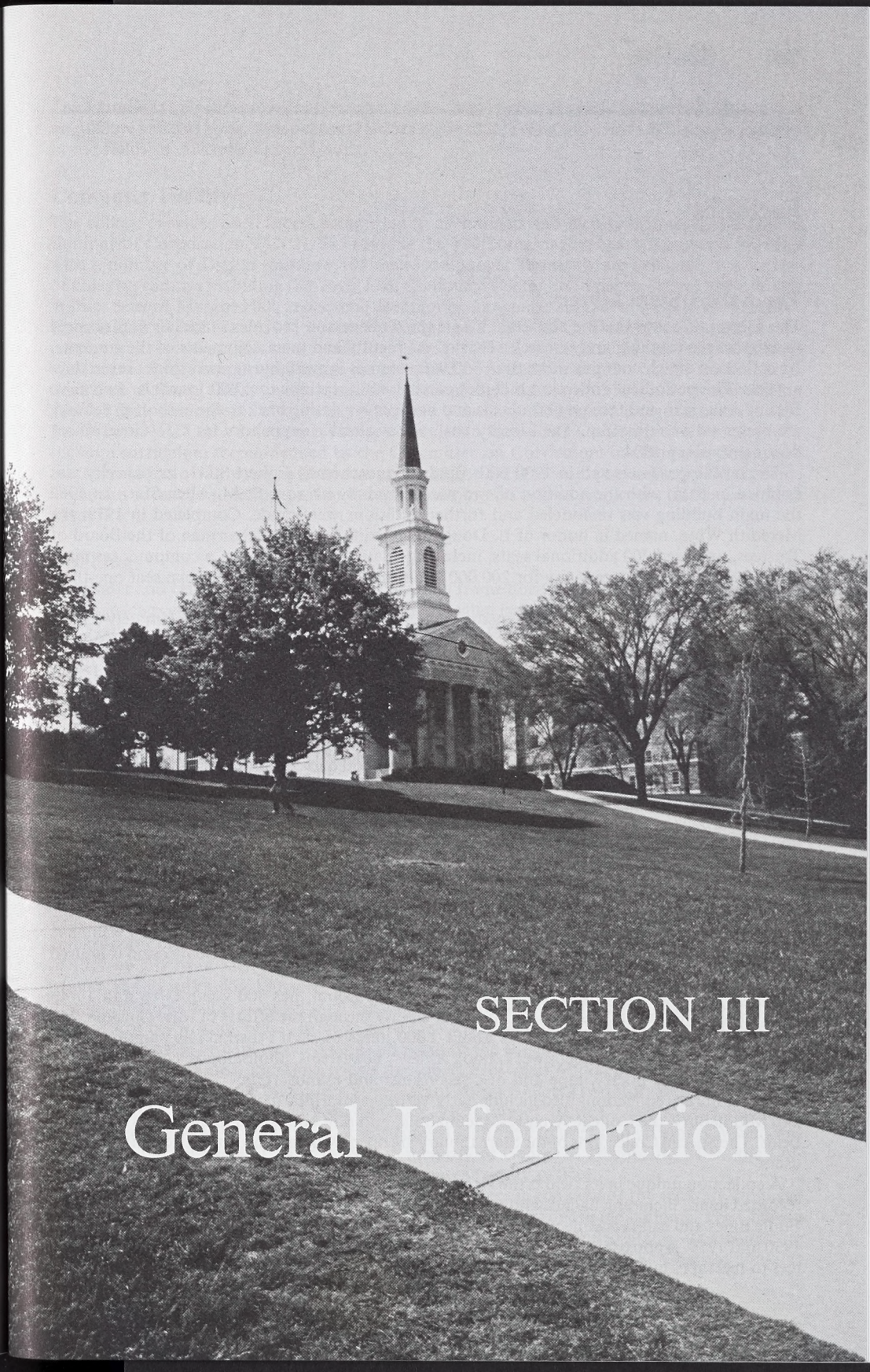
[TH 331 Films of Antonioni]

[TH 332 Worshop in Film Criticism]

TH 430 Special Topics: Sight and Sound II Spring

An advanced version of TH 235 in which students complete longer video projects. (TH 235 and permission of the instructor.) Mr. Perry

*Foundations Course



SECTION III

General Information

Facilities

The Egbert Starr Library

The Library is central to the academic life of the College and provides materials and services to support the teaching and research needs of the faculty and the assignments of the students. Its collection which contains more than 550,000 volumes is available in open stacks seven days a week. The periodical collection includes current subscriptions to 1,800 journals. Extensive files of American and foreign periodicals and newspapers dating back to the early 18th century are preserved on microfilm. The Library has been a selective depository for U.S. Government documents since 1884.

The building was erected in 1900 with funds bequeathed by Egbert Starr; its capacity was doubled in 1925, with the addition of two wings given by his son, D. M. Allen Starr. In 1962 the main building was remodeled and further additions were made. Completed in 1979, the Meredith Wing, named in honor of L. Douglas Meredith, emeritus chairman of the Board of Trustees, provided 200 additional seats, including a late night study area, a computer terminal room, and the shelving capacity for 200,000 additional books. The Library can seat one-third of the student body.

The Music Library, located in Johnson Memorial Building, contains approximately 25,000 items comprising music reference works, recordings and scores, and provides facilities for listening and study. Books and periodicals relating to the sciences are housed in the library space in the Science Center Library. The Davison Library at the Bread Loaf Campus contains nearly 4,000 volumes relating to English language and literature to serve students in the School of English held at the campus during the summer.

Middlebury cooperates with other libraries through a computer network; is a member of the Online Computer Library Center (OCLC), a system devoted to computer-assisted bibliographic services; and offers data-base searching through vendors such as Bibliographic Retrieval Services (BRS), Wilsonline and Lockheed Dialog. An integrated computer-based system, providing online catalog consultation, circulation support, and other functions will be installed in the near future.

The Abernethy Library, a special collection of American Literature, is built around the nucleus of books and manuscripts bequeathed in 1923 by Dr. Julian W. Abernethy. It now contains 15,000 volumes, chiefly in first edition, many of them rare, and manuscripts of 1,200 authors. Especially strong are the materials relating to Thoreau, Emerson and William Carlos Williams. Frank D. Abernethy, brother of the first donor, furnished a room where the collection is housed and where it is available to students, faculty and visitors.

A part of the Abernethy Library, the Robert Frost Room, has 300 volumes by and about Frost, most of them autographed. In addition, chiefly through the efforts of Mrs. Corinne Tennyson Davids, the collection includes about 2,800 items of such Frostiana as pamphlets and periodicals containing the poet's work, book reviews, news items, photographs, college bulletins, sheet music of his poetry, tape and disc recordings and manuscripts.

Special library collections also include early Vermont imprints, materials relating to Vermont and Middlebury, the College Archives, incunabula, and rare books and manuscripts in various fields. The Special Collections of the Starr Library are open weekdays to all interested and qualified users.

A collection unique in its field is the Helen Hartness Flanders Ballad Collection of over 5,000 recorded items, including ballads and folk songs of British and American origin, religious songs, fiddle tunes and call-sets collected in New England by Mrs. Flanders and her assistants between 1930 and 1959. Approximately 1,600 mechanical recordings have been transferred to nearly 100 reel-to-reel tapes by the Library of Congress Archive of Folk Song and are available for listening.

The Flanders Collection also contains rare books, broadsides, chapbooks, manuscripts, books on folklore and folk song, American and British regional folk song collections and current journals in the fields of folklore and folk song.

Computer Facility

The college provides open access computing to all students and faculty by means of a Digital Equipment Corporation VAX 11/785 running the VMS timesharing operating system together with a number of Digital Rainbow 100 microcomputers. Terminals are available in a variety of areas on campus including the Voter Hall Computer Center, the Science Center, the Library, Warner Science, Munroe Hall, and several dormitories. Languages supported include VAX BASIC, Pascal, FORTRAN 77, VAX-11 Assembly Language, LISP and C. There is also graphics support as well as a data link to a laboratory based PDP 11/03, located in the Science Center.

All students are encouraged to use the computer both for their regular course work and for their own projects. The system is used for statistical analysis, for simulation, for computation and for text preparation. Introductory computer courses are offered on a regular basis in both BASIC and PASCAL. Interested students can elect a Computer Concentration which covers the core curriculum recommended by the Committee on Curriculum in Computer Science of the Association of Computing Machinery. In addition there is ample opportunity for students to pursue advanced topics as part of independent projects and as employees of the Computer Center.

Buildings

Atwater and **Davis Houses** (1975), a pair of wood frame dormitories of hyperbolic paraboloid design, each accommodating thirty students, are located immediately north of Cook, Freeman, and Hamlin Halls. They are named for the first two presidents of the College.

Adirondack House (1909) houses faculty offices, the Career Counseling and Placement Office, the Student Employment Office, the office of the Chaplain and the Black Cultural Center.

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, and Deans, the Comptroller, other administrative offices and two seminar rooms assigned to general academic use.

Allen Hall (1963) is constructed of slate from Fair Haven, the home of many years of Cecile Child Allen, '01, in whose memory it is named. It houses seventy students.

Battell Halls (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and fifty students. Their name honors the memory of Colonel Joseph Battell.

Bread Loaf Campus. Located twelve miles to the east of the Town of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell. It has since been augmented by the construction of a library, little theatre, and other housing accommodations; by the addition in 1977 by gift from Mrs. William H. Upson '15 and the estate of Mr. Upson of Earthworm Manor and its adjoining 180 acres of evergreen trees; and by a further gift of an anonymous donor, making possible acquisition of the Homer Noble Farm and the cabin where Robert Frost did most of his writing. Here also is located the Carroll & Jane Rikert Ski Touring Center. In 1985, 623 acres of heavily wooded lands adjacent to the Bread Loaf Campus was given to the College by Al Edwards, longtime friend of Robert Frost and Middlebury College.

Carr Hall (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts Department for nearly twenty years, it was converted in 1968 to use as an infirmary, which was named the Parton Health Center in 1978 in memory of George F. Parton, Jr., M.D., the College's first Medical Director. Carr Hall also houses faculty offices.

The Chateau (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The Chateau contains

a larger salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty-eight students.

Cook Society (1970), named after Reginald C. "Doc" Cook '24, Litt. D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for forty years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of three student society buildings which bring together the academic, dining and social programs of the College.

Charles A. Dana Auditorium, completed in September 1965, and renovated in June 1981, is named in honor of the late Mr. Dana, benefactor of the College. A 270-place auditorium equipped with 16mm and 35mm motion picture projection equipment, the facility functions as a part of the Sunderland Language Center and is used by the whole College for concerts, lectures, films and other academic and cultural events.

The Deanery. The acquisition and restoration of this brick building adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a guest house for visitors to the campus.

Forest Hall (1936) is a dormitory constructed of grey limestone and containing sixty-three student suites, attractive reception rooms and offices for Development and Alumni Operations. It was built with funds derived from the sale of a large acreage of mountain forest to the Federal Government.

Freeman Society (1970) is named after Stephen A. Freeman, Litt. D. '66, a faculty member and member of the Middlebury staff for over forty-five years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three student societies which bring together the academic, dining, and social programs of the College, and in addition has a game room and late-night snack bar serving the entire campus.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Gifford Hall (1940), a five-story grey limestone dormitory overlooking the campus and housing one hundred and fifty-eight students, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time Trustee of the College.

Hadley Hall (1969) is named after Egbert C. Hadley '10 LL.D. '68 who served on the Board of Trustees for over thirty years, twenty-four as Chairman of the Board, and who traced back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill who joined the Board in 1806 after being a tutor at the College in 1804–05 through Peter Starr (member of the Board 1819–1860), Charles J. Starr (member of the Board 1855–1893), and M. Allen Starr (member of the Board 1898–1932). Hadley Hall is a residence for one hundred and thirty-two students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

Hamlin Society (1970) is named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three student societies that bring together the academic, dining, and social programs of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn 1871, is a five-story dormitory for one hundred and thirty-nine students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1958–59.

Christian A. Johnson Memorial Building (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story exhibition hall. The building is located on the site of the former music studios south of Wright Memorial Theatre.

Kelly Hall (1971), a residence hall for seventy-seven students located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains,

is joined to Lang Hall by connecting common rooms. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served the College from 1946 to her retirement in 1970—most of that time as Dean of Women.

The John and Barbara Kirk Alumni House Conference Center (1979), named for John '39 and Barbara Turkington Kirk '41, is situated at the edge of the College's Ralph Myhre Golf Course, overlooking the Green Mountains. This remarkably versatile and comfortable building serves Middlebury alumni, as well as providing a focal point for the College's expanding emphasis on conferences and seminars.

Lang Hall (1971) is named after Fred P. Lang '17, LL.D. '71, Trustee of Middlebury College from 1940 until his death in 1975. "Ted" Lang served his alma mater in roles ranging from football lineman to Treasurer over a span of fifty years. Lang Hall accommodates sixty-one students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead 1864, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a pipe organ. In the tower is a carillon of 48 bells, gift of Allan R. Dragone '50 and his wife Jane, which are played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Milliken Hall (1969) is named after the late Gertrude Cornish Milliken '01, Ed. D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, it is a residence for one hundred and eleven students.

Munroe Hall (1941). Many departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe '96, a former Trustee. The exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

The Observatory (1937) has a revolving dome and a mounted machine-driven Newtonian type 12-inch reflecting telescope, which maintains an unobstructed view of the skies.

Old Chapel (1836), built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President and Vice Presidents, the Treasurer, the Deans, the Comptroller, other administrative offices and two seminar rooms assigned to general academic use.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1936, it is a dormitory housing sixty-five students.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for seventy students.

Porter Medical Center (1925) is a fully accredited hospital with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. The original buildings have been completely renovated and a substantial wing has been added. The Medical Center has a 45 bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and an Emergency Room staffed 24 hours a day.

Redfield Proctor Hall (1960), named in honor of the late Governor Redfield Proctor, Trustee and benefactor of the College, is the Student Center. It contains student lounges and offices, the College Store, the College Radio Station, Directors of Student Activities and of Food Service, two dining rooms and the Crest Room, a snack bar.

Newly built and yet to be named **Residence Hall** (1986), located at the north end of the campus, is a three story residence hall constructed of grey limestone. It houses 120 students. It was designed by Edward Larrabee Barnes.

Ross Lounge, connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

Science Center (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics and the Science Library.

The Service Building and Heating Plant. Originally constructed in 1912, the Heating Plant has been increased in capacity and burns coal, oil and wood chips to generate steam for distribution to all main campus buildings. The steam is also used to co-generate electricity. The Service Building has quarters for administrative and shop operations. The offices of Director of

Operations, Business Manager, and the departments of Personnel, Purchasing and Buildings and Grounds are located here.

Starr Hall (1861) was erected to complete "Old Stone Row" – Painter, Old Chapel and Starr – and was rebuilt four years later after a fire. It was completely remodeled in 1946 and is a dormitory housing sixty-eight students.

Starr Library (1900), including also the Meredith Wing, the Abernethy Library and other collections, is described on page 226.

Neil Starr Shelter (1963) is described on page 231.

Starrfields. A gift of Egbert C. Hadley, '10, LL.D. '68 and Marjorie F. Hadley, this 46-acre property adjoining the Ralph Myhre Golf Course of Middlebury College serves as a guest house for visitors to the campus.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and fifty-two students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center (1965), named in honor of the late Edwin S.S. Sunderland '11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio-visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with sixty-one cubicles equipped with devices for individual language study, make this the finest Language Center in the country.

Alexander Twilight Hall, at the foot of the college hill near Middlebury's village center, was built in 1867 and used until 1982 as a Middlebury public school. The College purchased it and completely renovated it in the mid-1980s. It houses the offices of the Classics, Philosophy and Teacher Education departments, and the programs in Linguistics and Japanese. Extensive classroom facilities include a 109-seat lecture hall also used for film screenings. The College Information Center on the ground floor provides information and directions to visitors to the campus. Twilight Hall's name honors Alexander Twilight (Class of 1823), the first black graduate of Middlebury College – in fact, of any U.S. college; he later made his career as a teacher and minister in Vermont.

Voter Hall (1913) is named after the late Perley C. Voter, for many years Professor of Chemistry at the College. Voter Hall, after extensive reconstruction in 1970, serves as a residence hall for fifty-eight students, with the College's Computer Center on the ground level.

Warner Science Hall (built in 1901 and completely renovated in 1977) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, 1861, as a memorial to his father, once a Trustee of the College. A greenhouse has been added to the equipment for the courses in botany.

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1814, is occupied by the offices of the Dean of Admissions and Director of Financial Aid.

Wright Memorial Theatre (1958) includes a 400-seat proscenium theatre, a computerized lighting system, a scene shop, dressing rooms, green room, classrooms and offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

Athletic Facilities

The World War II Memorial Field House, erected in 1949 and extensively renovated and enhanced in 1982, is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. **The Arthur D. Pepin '47 Gymnasium** accommodates basketball courts, dances, badminton and volleyball courts. The field house also includes the **Walter "Duke" Nelson Ice Arena**, tennis courts, the Caswell Weight Room, the Kolligian Training Room, offices for members of the departments of Physical Education and Athletics, and shower and locker rooms for men and women students. Immediately adjoining are three outdoor platform tennis courts.

Paris Fletcher Field House (1974) is connected with the Memorial Field House and provides an unbroken span of 42,250 square feet of playing and exercise space. It is named in honor

of Paris Fletcher '24, LL.D. '76, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural and intercollegiate sports. The building contains one racquet ball and six squash courts, and a one-ninth mile indoor track.

Beyond Paris Fletcher Field House is the **Ralph Myhre Golf Course of Middlebury College,** an eighteen-hole automatically irrigated course owned and operated by the College. Shower and locker rooms, a pro shop, a snack bar and lounge space are provided in the John and Barbara Kirk Alumni House Conference Center overlooking the course.

The 3.5km John "Red" Kelly '31 Trail was built around the course in 1976. It is lighted in the winter for night cross-country skiing and used at other times of the year for jogging and cross-country running.

The Porter Athletic Field area of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, bleachers and playing and practice fields for both men's and women's teams. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available only for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used primarily for soccer and lacrosse contests. In 1981 four new fields south of Fletcher Field House were added to the complement of practice and playing fields. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl** containing a 4200-foot double chair lift, an 1800-foot double chair lift, one Poma ski lift, fourteen trails and slopes. The 3200-foot Poma lift was the first installed by any college in the country. In the fall of 1984, snow making equipment was installed to assure skiing as soon as the cold weather arrives. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities and a library reading room. Its glass-walled main floor, balcony and terrace afford a magnificent view of the lifts and slopes. Cross-country ski trails connect the Snow Bowl with the Bread Loaf Campus, where the **Carroll and Jane Rikert Ski Touring Center** is located with 50 kilometers of cross-country ski trails including a 15-kilometer racing trail.

McCullough Gymnasium (1912) contains facilities for dance, and other indoor activities. Offices, lecture room and locker rooms are included.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

Expenses and Financial Assistance

Expenses

A fairly accurate estimate of the cost of a year at Middlebury may be made from the following list of standard charges for 1986–87:

Comprehensive Fee	$14,500
Student Activities Fee	80
Health Insurance (optional)	135

It is estimated that for the average student additional personal expenses including books and supplies amount to $1,070. Travel expenses must also be considered.

It is the College policy to meet the full demonstrated financial aid need of as many students as resources will permit. The Office of Financial Aid advises students on the procedure for applying for financial aid. The Student Employment Coordinator will assist students in finding remunerative jobs both on and off campus.

The Comprehensive Fee includes tuition, room, board, health services and certain fees in re-

spect to special obligations of the College. Credits for students excused by the Dean of Students from residing or eating in college facilities will be $860 room and $976 board.

The Comprehensive Fee covers the entire academic year and, if possible, parents are encouraged to pay it **in August.** As one of several installment arrangements available, the Fee may be billed in halves, the first **due August 15,** and the second **January 15.** A charge may be made for late payment. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, and student loans that have been awarded and accepted, and of any payments received in advance from such sources as Insured Tuition Payment Plan appear as credits on term bills, as do the aforementioned credits for those not residing or taking their meals in College facilities.

For graduate and special students, tuition is charged at the single course rate of $1300. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 Course which the Administration Committee approves.

The Comprehensive Fee includes a provision for the fixed expenses of the Student Societies. For Federal Income Tax purposes $73 may be included as medical expense when deductions are itemized. This portion of the Comprehensive Fee provides for various health services including enrollment in a nine-month accident insurance plan. The Comprehensive Fee also includes the $42 Student Center Fee.

Each matriculating student is issued an identification card intended to serve for his entire undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $30 per week may be allowed for absence from dining halls for two consecutive weeks or longer up to a maximum of $244 per semester when prior notice of such absence is given to and approved by the Dean of Students, subject to proration if the student is receiving any federal financial aid as set forth in detail in the fourth paragraph below.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered in accordance with the policy below. A student who withdraws voluntarily from College after classes begin is refunded for board only at $15 per week.

Students who withdraw for medical reasons or serious emergencies shall forfeit the enrollment deposit of $200 but may receive refunds as follows:

1st week of term	80% of additional charges
2nd	60%
3rd	40%
4th	20%

Applications for refund should be submitted to the Dean of Students and to the extent granted will be remitted by check from the Comptroller to the person who paid the charges to which the refund is applicable (the person financially responsible).

To the extent any refund authorized represents in whole or in part the proceeds of any federal financial aid (Pell Grant, Guaranteed Student Loan, Supplemental Educational Opportunity Grant, Parent Loans for Undergraduate Students, Auxiliary Loan to Assist Students, etc.) the amount of the refund to be returned to each of these programs, as well as to the person financially responsible, will be based on the applicable federal refund formula. The applicable portions of such refunds will be returned directly to the sources from which the funds were originally received (e.g., the the person financially responsible, the bank, the federal government, etc.) and the borrower will be given written notification of any amounts so returned to the bank on his loan.

A fee of $150 is charged students who repeat the General Examination or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $200 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re-enrollment deposit of $200 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by June 15 to notify the Dean of his intention not to return for the succeeding term.

Students may not receive grades, nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record is furnished free. A fee of two dollars is charged for a duplicate of the transcript. To students who are financially indebted to the College no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

Financial Aid

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. In the past four years, the College has provided aid to all students with financial needs to the full extent of their demonstrated need. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible students may receive aid for four years (or its equivalent) at Middlebury or at a Middlebury approved program.

Middlebury uses the services of the College Scholarship Service, an organization that collects and analyzes family financial data in a uniform way. Coupled with information from parents' tax returns and other explanatory materials the family may submit, the Director and the Office of Financial Aid staff arrive at a determination of a student's need.

Prospective freshmen must complete the Freshman Financial Aid Application that is included in the Admission application. The family should file the Financial Aid Form (FAF), Side I and Side II, with the College Scholarship Service by February 1. These forms are readily available at most high school guidance offices or can be obtained from the Middlebury Office of Financial Aid. Applicants should also send a complete copy (all pages) of their parents' and their own most recent Federal Tax return, including business returns if filed. Students seeking entrance under the Early Decision plan should request special instructions concerning financial aid at the time they make their application for admission.

Upperclass students who are applying or re-applying for aid may obtain the Financial Aid Form (FAF) and a Middlebury Application for Financial Aid from the Office of Financial Aid; both should be filed by March 1. Together with the complete copies of the parents' and student's tax returns, these forms give the basic documentation of a family's financial strength.

In addition to the substantial grant funds generated from the College's own endowments and from alumni gifts, Middlebury has funds available from the National Direct Student Loan, College Work-Study and Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by federal regulation and the Office of Financial Aid. All students are expected, as a matter of routine, to apply for the Pell Grant and to their State Grant Program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, Guaranteed Student Loans, is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans and work.

In addition to what is expected from a student's parents, there is the assumption that students will take on responsibility for their education in two distinct but complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings and any other personal resources at his or her disposal. Second, a student must also meet a self-help requirement during the academic year. The net summer earnings expectation for 1986–87 is $950 for entering freshmen and $1,050 for all other students; the self-help requirement is $2,850.

Generally the self-help requirement is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can help advise students about options that range from the possibility of earning more than the usual summer expectation to an on-campus job to borrowing to meet the full self-help requirement. While the College's resources are not unlimited, we make every reasonable effort to see that jobs are available for students who wish to work during the academic year; for those few who may not borrow under the federal loan programs, we also have a limited amount of loan funds to assist them.

College grants and scholarships are credited directly to a student's bill; Pell and state grants for which a student is eligible are credited as the funds are certified as available (Pell) or the

check arrives from the state grant agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

The more detailed brochure, the "Financial Aid Guide for Undergraduates," is available through the Office of Financial Aid. It presents facts and figures on those students receiving aid at Middlebury, sample cases of "typical" financial aid applicants and also outlines the regulations and application procedures in considerable depth. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, the Emma Willard House.

As a matter of course, the Middlebury Financial Aid Policy complies with the 1964 Civil Rights Act and Section 504, Rehabilitation Act of 1973. It does not discriminate on the basis of race, color, sex, religion, handicap or national or ethnic origin.

Scholarships

All named, endowed, and expendable scholarships are awarded on the basis of financial need. A student must be eligible to receive financial aid in order to be considered. Eligible students are selected through the Office of Financial Aid.

Named and Endowed Scholarships

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100 for those without financial need to the full need for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. These scholarships are among the highest honors which are awarded to students.

Harold E. Adams Scholarship Fund. Established in 1981 by the bequest of Harold E. Adams '17. Income to be used in support of financial aid.

Betty Jean Aitchison '45 Scholarship Fund. Established in 1975 under the will of Adam G. Aitchison in memory of his daughter, Betty Jean Aitchison '45. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The George I. Alden Trust Scholarship Fund. Established in 1982 by a challenge grant from the George I. Alden Trust. Income to be used annually for deserving juniors and seniors studying Mathematics and Science.

The Cecile Child Allen Student Aid Fund. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world."

The Alpha Chi Scholarship Fund for Women. Established in 1982 by gifts of alumni and friends of the College to commemorate the influence of women at Middlebury during the past one hundred years and especially those women who were members of Alpha Chi from 1883 through 1926. Income to be used in support of financial aid for women.

Borden and Louise Roberts Avery '39 Fund. Established in 1974 by Mr. and Mrs. Borden Avery, both of the Class of 1939, income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The William N. Badgley '61 Memorial Scholarship Fund. Established in 1981 by Muriel Selden Paris. Income to be used annually for scholarship aid for needy and worthy students.

The Cornelia W. Bailey Fund. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

Baltic Scholarship Loan Fund. Established in 1984, to be administered by the College's financial aid office for the benefit of students of Baltic descent including, without limitation, the countries of Latvia, Lithuania and Estonia.

The Frieda Derdeyn Bambas Scholarship. Established in 1982. Income to be awarded annually to a deserving student of the French School who shows exceptional ability and interest in French.

The Cesare Barbieri Endowment Fund.

The Joseph Battell Scholarships. $100 awards annually, for worthy young women of Addison County.

The Ludwig C. Baumann '53 Memorial Scholarship Fund. Established in 1976 by the gifts of Ludwig E. and Elizabeth P. Baumann in memory of Major Ludwig C. Baumann, USAF, lost in the service of his country in Vietnam on January 30, 1969.

Carmella J. Belmont Scholarship Fund. Established in 1983 in memory of Carmella J. Belmont by her daughter, Loretta R. Godfrey-Belmont. Income to be used to provide financial aid to a worthy entering female student for her four years at Middlebury College.

Lorenzo P. Belmont Scholarship Fund. Established in 1983 in memory of Lorenzo P. Belmont by gift of his daughter, Loretta R. Godfrey-Belmont. Income to provide financial aid to a worthy entering male student for his four years at Middlebury College.

Loretta R. Godfrey-Belmont Scholarship Fund. Established in 1983 in memory of her husband. The income to be used for financial aid for a worthy recipient to be used for his/her four years at Middlebury College.

Lea Z. Binand Scholarship Fund. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Edward L. Bond Jr. Memorial Scholarship Fund. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

Boston Middlebury Alumni Association Scholarship Fund. Established in 1978. Income to be used for annual student aid with first preference given to Boston area residents.

The Ezra Brainerd Scholarship. Established in 1961 by gift of Ezra Brainerd, Jr., in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885–1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Charles D. Brakeley Scholarship Fund. Established in 1981 by the gifts of Clark W. Hinsdale III '78 and his parents to honor "Pete" Brakeley on the occasion of his retirement as Director of Financial Aid. Annual income to be available as a discretionary fund administered by the Director of Financial Aid for emergency student aid needs.

The Bread Loaf Writers' Conference Endowment Fund. Established 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships and scholarships at each year's session of The Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund. Established in 1981 by gifts of members of the Board of Trustees of Middlebury College in recognition of more than twenty-five years of service, dedication and commitment to the goals and ideals of Middlebury College.

Jane Tinkham Broughton Fellowship Fund. Established in 1981 by the gift of William G. Broughton. Annual income to be used to support The Jane Tinkham Broughton Fellowship in Writing for Children at the Bread Loaf Writers' Conference.

Russell D. Brown '29 Memorial Scholarship Fund. Established in 1976 by bequest of Russell D. Brown '29. Income to be used for scholarship aid.

Gladys M. Caldwell '28 Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the USA.

The Canadian Honors Scholarship Fund. Established in 1980 as an expression of thanks to the Canadian people for the courageous and neighborly action of the Canadian Embassy in behalf of the six Americans brought out of Iran. Income to be used to assist Canadian citizens studying at Middlebury College and at its Bread Loaf School of English, at its Summer Language Schools or at Middlebury degree programs at Florence, Madrid, Moscow, Oxford and Paris.

Salvatore J. Castiglione Scholarship Fund. Established in 1972 by Italian School Alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. Established in 1945 by Mrs. Perla P. Conover, the income to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. Established in 1832, for men.

Class of 1918 Scholarship Fund. Established in 1978 by gifts of the Class at the time of the 60th Reunion. Annual income to be used for a Class of 1918 Scholarship award to a deserving and needy student.

Class of 1927 Scholarship Fund. Established by the class of 1927 at the time of their 55th reunion in honor of Coach Arthur M. Brown. Income to be used in support of financial aid.

Class of 1930 Scholarship Fund. Established in 1976 at the 50th class reunion. Income to be used in support of financial aid.

Class of 1937 Fund. Established in 1962 by the Class of 1937 at its 25th Reunion. Annual income designated for scholarships at the 40th class reunion in 1977.

Class of 1947 Memorial Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid with preference given to students from middle income families.

Class of 1948 Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1949 Scholarship Fund. Established in 1979 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1950 Scholarship Fund. Established in 1980 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1951 Fund. This Fund was established in 1976 at the 25th class reunion. Income to be used in support of financial aid with preference given to sons and daughters of alumni from middle-income backgrounds.

Class of 1952 Scholarship Fund. Established in 1977 at the 25th class reunion, income to be used in support of financial aid with preference given to students from middle-income families.

Class of 1953 Scholarship Fund. Established in 1978 at the 25th class reunion. Income to be used in support of financial aid with preference given to qualified descendants of members of the class.

Class of 1955 Scholarship Fund. Established in 1980 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1956 Scholarship Fund. Established in 1981 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1963 Scholarship Fund. Established in 1978 at the time of the 15th class reunion. Income to be used in support of financial aid.

Class of 1982 Scholarship Fund. Established in 1982 at the time of graduation. Income to be used in support of financial aid.

Class of 1983 Scholarship Fund. Established in 1983 at the time of graduation. Annual income and augmenting gifts to be added to the principal until the total endowment is $10,000. At that time, the annual income is to be awarded to a student in need of financial assistance.

The Chester H. Clemens '33 Memorial Scholarship Fund. Established in 1973 by gifts of family, classmates and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. Established in 1971 by the late Chester H. Clemens '33. Subject to reservation of life income.

Winifred Coffin and Beatrice Taft Scholarship Fund. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Jesse Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born male citizen of the USA.

Louise Hasbrouck Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born citizen of the USA.

Reginald L. Cook '24 Memorial Scholarship Fund. Established in 1984 by family and friends in memory of Professor Cook who taught at Middlebury College from 1929–69. Annual income is to be used for scholarship awards with preference given to students majoring in American Literature.

Reginald and Juanita Cook Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

Edward J. Cooperstein '46 Scholarship Fund. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56.

The Ruth C. Cowles '24 Scholarship Fund. Established in 1980 by the bequest of Ruth C. Cowles '24 for scholarships for women.

The Annie L. Cox Scholarship Fund. Established for a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage.

George C. Dade '15 Memorial Scholarship Fund. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Charles A. Dana Scholarship Fund. See first page of scholarship listings.

John F. Darrow '37 Memorial Scholarship Fund. Established in 1982 by gifts of his widow, Genevieve Darrow, and his business associates in the paper industry. Income to be used each year for a scholarship award to an undergraduate majoring in Economics.

The Sam P. Davis '21 Fund. Established by the gifts of Sam P. Davis '21 in 1966. Income to be used in support of emergency student aid.

The Wilfred E. Davison Scholarship Fund. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

Pauline Feicht Decker Memorial Scholarship Fund. Established in 1984 by Harry Decker. Income to be used to assist students attending the Bread Loaf School of English.

The Alcide De Gasperi Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The Dr. Ralph B. DeLano Scholarship Fund. Established in 1950. Subject to a reservation of life income.

Delta Kappa Epsilon Scholarship Fund. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College, or lineal descendants.

Frederick C. Dirks '30 Scholarship Fund. Established in 1978 by gift of Frederick C. Dirks '30. Income to be used for a scholarship award to an undergraduate majoring in the field of Economics.

'45 Discretionary Scholarship Fund. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio-economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to in-

fluence the mix of students attending Middlebury by assisting those who need at least some financial aid.

Constance Barker Diss Student Aid Fund. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Kathleen C. Downey Memorial Scholarship Fund. Established in 1981 by the gifts of family and friends in memory of Kathleen C. Downey, M.A. (1962). Annual income to provide scholarship assistance to a student at the Bread Loaf School of English.

The Erwin Ewald Drost Memorial Fund. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Dean S. Edmonds Scholarship Fund. Established in 1953. Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics.

The Eunice S. Eldredge '11 Fund. Established by Mrs. Eunice Smith Eldredge '11. Subject to reservation of life income.

Grace M. Ellis Scholarship Fund. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship Fund. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Jerome C. and Debora M. Eppler Scholarship Fund. Established in 1977. Annual income is to be used to provide financial aid to needy and worthy students at Middlebury College.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. Established by George L. Everitt. Subject to reservation of life income.

The Fairbanks Scholarships. Established by Thaddeaus Fairbanks, Esq., of St. Johnsbury, for men.

Allan T. Fisher '75 Memorial Scholarship Fund. Established in 1983 by family and friends.

The John Albert and Sophia Warner Fletcher Fund. Established in 1977 by gift of Paris Fletcher '24 to honor his father and mother. Income to be used preferably for students from middle income families.

Rollo J. Francisco Scholarship Fund. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship Fund. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

The Stephen A. and Ruth H. Freeman Scholarship Fund. Established in 1982 by gifts of their children. To be awarded annually to candidates selected by the financial aid office in cooperation with the Vice President for Foreign Languages to either graduate or undergraduate students showing exceptional interest and ability in a foreign language for personal or professional reason either at Middlebury during the academic year or in the Middlebury summer session or at one of our Schools Abroad.

The French Center in New England Fund. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at the Middlebury French School who are French teachers or are seeking professional preparation as future teachers of French.

Robert Frost Fellowship at the Bread Loaf Writers' Conference. Established in 1978 by CBS Inc. Income to provide a fellowship to be awarded annually to a promising young poet.

Eben J. Fullam Scholarship Fund. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. Established to aid worthy women preferably from Worcester County, Massachusetts.

John Hamilton Fulton Memorial Scholarship Fund. Established in 1964. Income to be awarded as named scholarships for young men who are graduates of Athens College, Greece, and for

young men of Scottish parentage who are graduates of schools located in Scotland or for any other qualified students.

The Marion Gallagher Scholarship Fund. Established in 1977 by the bequest of Judge Elbert T. Gallagher '23. Annual income to be used to provide scholarships for worthy students.

The Gannett Family Scholarship Fund. Established in 1975 by David Gannett '62, family, friends and classmates in memory of Barbara Everard Gannett, Class of 1961. Income to be used for partial scholarship to students from middle income families living in the Northwest section of the United States with preference to a woman.

Leon and Una Gay Scholarship Fund. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

Edward N. Gosselin Scholarship Fund. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

Rosamond F. Granger Scholarship Fund. Established in 1985 by a trust of the late Alfred Granger in memory of Rosamond F. Granger.

The Egbert C. Hadley '10 Scholarship Fund. Established in 1980 by the gift of Carol Bracken '79 and her father, Jim L. Bracken, to record the inspiration Carol received from her association with Egbert Hadley. Income to be awarded annually to a Middlebury student.

Ivan D. and May W. Hagar Scholarship Fund. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

The Homer and Katherine Harris Fund. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. Bequest under the will of Elsie Haydon Cornell. Income to be used for Middlebury College scholarships. Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. Established in 1923 for assisting worthy students.

The Burt A. Hazeltine Memorial Scholarship Fund. Established in 1976 by an anonymous gift to honor Burt A. Hazeltine, who served Middlebury College with distinction as Professor of Mathematics from 1924 to 1956, and as Dean of Men from 1926 to 1939. Annual income to be used to provide scholarship assistance to needy and worthy students with preference given to those majoring in mathematics.

Richard A. Heine Memorial Scholarship Fund. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Dr. Walter H. Hellmann '24 Scholarship Fund. Established in 1981 by Dr. Walter H. Hellmann '24. Income to be used annually for scholarship award to a deserving student in the junior or senior class with preference for award to one intending to become a teacher of physics.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. Established in 1965 by members of the Hickcox family, and friends.

Laurence B. Holland Memorial Scholarship Fund. Established in 1980 by family and friends. Income to be used for scholarships at the Bread Loaf School of English.

The John A. Howe Scholarship Fund. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for the descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. Established in 1969 by the bequest of Moses G. Hubbard '13. Income to be used as scholarships or other financial assistance to deserving students.

Mary Stone Hunt '15 Scholarship Fund. Established in 1981 by the bequest of Mary Stone Hunt '15. Income to be used for a scholarship for a graduate or graduates of Vergennes High School.

The Lauren Husted Scholarship Fund. Established in 1985, in memory, by her parents and friends and the Colorado Authors' League. Scholarship to be awarded to a resident of Colorado, who applies to the Bread Loaf Writers' Conference and who meets the criteria established by the Conference for scholarship recipients.

Merrill L. Jenkins '15 Scholarship Fund. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program.

Christian A. Johnson Memorial Scholarship Fund. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

The Charles S. (Casey) Jones '15 Scholarship Fund. Established in 1977 by the bequest of Charles S. (Casey) Jones '15.

The Frederica V. Jones Scholarship Fund. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities be deserving of this award.

The Kappa Delta Rho Scholarship Fund. Income to be used annually for scholarship aid for needy and worthy students, with preference being given to members of the Kappa Delta Rho fraternity.

Joseph P. Kasper Scholarship Fund. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. Established in 1970. Income to be used for scholarships for women students.

The John M. Kirk, Jr., Scholarship Fund. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their freshman year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English. Established in 1976 by Mr. and Mrs. John M. Kirk, Sr., in memory of their son. Annual income to provide scholarship assistance to a student at the Bread Loaf School of English who shares his commitment to scholarship and to teaching.

The Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund. Established under the will of Rena Dumas Krichbaum '22 of Fairport, N.Y. in 1979. The income to be used for scholarship aid for undergraduates majoring in music and foreign languages.

The Arnold R. LaForce '35 Scholarship Fund. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle-income families.

L'Amicale Scholarship Fund. Established in 1981 by the gifts of members of L'Amicale de Middlebury, the alumni association of the French School. Income from the endowment to provide two scholarships annually to students in their final year of the degree program of the French School. One to be awarded to a student in the summer program and one to a student in the Paris program.

The Sanford H. Lane Memorial Scholarship Fund. Established in 1945, for men students.

The Ted Lang, Jr. Memorial Scholarship Fund. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their Junior and Senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extracurricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardees

in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

The Fred W. Lapham '43 Fund. Established in 1971 by Frederick W. Lapham, Jr., '43. Subject to reservation of life income.

Frederick W. Lapham Jr. '43 Memorial Scholarship Fund. Established in 1983 by family and friends.

Edwin W. Lawrence Scholarship Fund. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. Established in 1969. Income to be used by students enrolled in the French Summer School.

Frances B. and Paige D. L'Hommedieu Scholarship Fund. Established in 1983 for deserving qualified students coming from community/county colleges for their third and fourth years at Middlebury.

The Literary Fund. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Frank Lombardy '35 Memorial Scholarship Fund. Established in 1979 by his widow, Ruth Furness Lombardy '37. Income to be used for scholarship aid to an undergraduate participating in intercollegiate athletics with preference to a member of the golf team.

Hazel MacLeod Fund. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to some worthy woman student for expenses other than tuition and board.

The Eta Manell '34 Scholarship Fund. Established in 1979 by the gift of Abram Manell '34. Annual income and augmenting gifts to be added to principal until the total endowment is $10,000. The annual income to be awarded to a member of the freshman class in need of financial assistance.

Andrew C. Marchbank '65 Memorial Scholarship Fund. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

James C. McLeod '26 Scholarship Fund. Established in 1984 by the bequest under the Will of Janet M. Stratton, for general scholarship purposes.

Gertrude Cornish Milliken Scholarship Fund. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae club to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship Fund. Established by Hon. Levi Parsons Morton of New York City, for men.

Judith Davidson Moyers Scholarship Fund. Established in 1981 by the gift of Mr. Bill D. Moyers. Annual income to provide scholarship assistance for needy, worthy students.

Ralph O. and Lena G. Myhre Memorial Scholarship Fund. Established in 1973–74 by the gifts of many of Middlebury's Friends of Skiing to provide student aid each year for needy students who contribute to the College's ski program. Augmented in 1979 by gifts in memory of Ralph O. Myhre to record his distinguished contribution to skiing at Middlebury College.

The National Bank of Middlebury Scholarship Fund. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Elizabeth MacGill Needy '47 Memorial Scholarship Fund. Established in 1981 by the gifts of family, friends and classmates in memory of Elizabeth MacGill Needy '47. Annual income to be used for scholarship aid for needy and worthy students.

Walter J. Nelson '32 Scholarship Fund. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their Junior and Senior year, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. Established for scholarship aid to students in the German School.

The New Jersey Student Aid Fund. For men from New Jersey.

June Brogger Noble Scholarship Fund. Established in 1985 by the trustees of the Phyllis Kimball Johnstone and H. Earle Kimball Foundation. Income to be added to principal until the total endowment is $10,000. Then the annual income will be awarded to a student on financial aid and in good academic standing, the same student receiving the scholarship annually until graduation.

Anna and Luke J. Nolfi Scholarship Fund. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

The Luke J. Nolfi Memorial Scholarship Fund. Established in 1983 by Anna I. Nolfi in memory of her husband. Income to be used to award an annual scholarship to a student enrolled in the Spanish Summer School or the Graduate School of Spanish in Spain.

Sidney Nordenschild, Sr., Scholarship Fund. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

The Berthe O. Normano Scholarship Fund. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

Peter Odabashian Memorial Scholarship Fund. Established in 1974 by gifts of his wife, students and friends, income to provide scholarship assistance for students at the Russian School.

The Charles T. Orr Memorial Scholarship at the Bread Loaf School of English. Established in 1986 by Bread Loaf students, alumni and friends to honor Charles Orr's commitment to teaching and the values by which he lived.

The Hewitt Page Scholarship Fund. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first ten years, after which it shall be used with restrictions under the direction of designated college officials.

Cornelius R. Palmer '25 Fund. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969. Subject to reservation of life income after which the income is to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey, or New York City.

The Adele T. Parker Scholarship Fund. Established in 1980 in memory of his mother by the gift of Peter T. Parker '54 and Julie H. Parker '54. Annual income to provide financial aid to a deserving student at Middlebury College.

The Dr. George F. Parton, Jr., Memorial Scholarship Fund. Established in 1978 by gifts of members of classes 1970 through 1977. Income to be used annually for scholarship award to a deserving student with preference for students in pre-med programs.

The Penfield Scholarship Fund. Established by Allen Penfield, Esq., of Burlington, for men.

The Arthur D. Pepin '47 Scholarship Fund. Established in 1984 by Dr. Michael Kolligian '44 and friends to honor Mrs. Leonie Hayes.

The Philadelphia Alumnae Club Scholarship Fund. Established in 1975 by the Philadelphia Alumnae Club—Suburban West. Income to be used for scholarships with first preference given to Middlebury women residing in Greater Philadelphia.

The Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire with first preference for award to a student from Walpole, New Hampshire.

The Dana G. Pierce Scholarship Fund. Established in 1951. "For men students from Rutland High School."

Blanche and Stephen Piskor Memorial Scholarship Fund. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

Frank P. and Anne C. Piskor Scholarship Fund. Established in 1985 by Dr. Frank P. Piskor '37. Income to be used annually for scholarship awards.

Louise R. Plaisted Scholarship Fund. Established in 1983 by the will of the late Louise R. Plaisted.

William H. Porter Memorial Scholarship Fund. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

The Presidential Scholarship Fund. Established in 1986 by the S. Parker Gilbert family. Presidential Scholars are chosen from among qualified candidates for admission to the freshman class whose qualities of character, academic record, and leadership potential warrant special recognition. The purpose of this recognition is to identify and nurture young men and women of exceptional ability who show promise of becoming strong leaders and serving the College and the greater society. Presidential Scholars who qualify for financial aid will have those needs met by this Fund. Designation as a Presidential Scholar is one of the highest honors the College can confer upon an entering student.

Anastasia Feodorova Pressman Memorial Scholarship Fund. For scholarship aid to students in the Russian School.

The Frederika Proctor Fund. Established in 1956. Income to be awarded by the Scholarship Committee as a named scholarship, to an undergraduate studying French.

The Cecilia Quiros Scholarship Fund. Established in 1981 by R. Dario Quiros '61. Income to be added to principal until the sum of $20,000 has been reached, after which it shall be used to provide aid to undergraduate students in need of financial assistance.

James Richardson Scholarship Fund. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Funds #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11, and #12. Established by Justin M. Ricker '06 subject to reservation of life income, after which the income of these funds is to be used by scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

The Marguerite Rogers '18 Scholarship Fund. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61 who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. Established by the late Chief Justice Rowell.

The A. Bayard Russ Memorial Scholarship Fund. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury '16 Memorial Fund. Established in 1973 in memory of Donald W. Salisbury '16 by gifts of his wife, Eva Leland Salisbury '17, his son, Richard J. Salisbury '45, and The Jessup Foundation, Inc. Income to be used in support of scholarships.

The Eva Leland Salisbury '17 Memorial Scholarship Fund. Established in 1976 in memory of Eva Leland Salisbury '17 by a gift of her son, Richard J. Salisbury '45, through the Jessup Foundation, Inc. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship Fund. Established 1958 by request of Dr. George Dow Scott, class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Jonathan Vollrath Shadd '78 Memorial Scholarship Fund. Established in 1980 by gifts from the Shadd family. Income to be used for scholarship awards with preference given to students from single-parent families.

Mina Shaughnessy Memorial Scholarship in Writing at the Bread Loaf School of English. Established in 1983. Income to be used to award an annual scholarship to a teacher who exemplifies Mina Shaughnessy's commitment to writing and teaching.

The Marion Shows Fund. Established in 1972 by various donors. Income to be used annually to assist minority students.

Carleton H. Simmons '28 Memorial Scholarship Fund. Established in 1985, income to be used annually for scholarship awards.

The Cecil C. Simmons '24 Fund. Established in 1975 by a gift of The Serial Federal Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

The Skinner-Allen Scholarship Fund. Established in 1976 by a gift of $1,500 in memory of Mrs. Lee B. Skinner and Harriet (Grant) and Edward Evarts Allen by Carolyn Lee Allen '30. Annual income and future gifts to be added to the principal until the fund reaches $10,000.

The Bezeliel Smith Fund. Established in 1893, for men.

Lucy S. Smith '18 Scholarship Fund. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. Established by the late Hon. Redfield Proctor in 1922. Income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. Established to assist needy students from Wallingford to an education.

The John Wolcott Stewart Fund. Established in 1956 by the late Philip B. Stewart in memory of his father. Income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. Established by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Subscription of 1852. For men.

Agnes Warner Sunderland Fund. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

The Miriam Deedman Swede '27 Scholarship Fund. Established in 1981 by Miriam Deedman Swede '27. Income to be used annually for scholarship assistance to able and promising young men and women needing assistance in financing their Middlebury education.

The Charles and Jessica Swift Scholarship Fund. Established in 1982 by the bequest of Charles M. Swift. Annual income to provide scholarships for students who are graduates of high schools or academies in Addison County, Vermont.

Wylie and Lucy Sypher Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

The Arthur Gould Tasheira Fund. The income to be used as far as possible to provide scholarships for worthy and deserving students.

Ta-Tuan Ch'en Scholarship Fund. Established in 1984 in recognition of dedicated service to the College by Ta-Tuan Ch'en, guiding spirit behind and director of the Chinese School for thirteen years—in 1967, 1969–73 and 1977–83. The scholarship is to be awarded annually to a graduate or undergraduate student showing exceptional ability in Chinese to continue studies at the Middlebury College Chinese School during the summer.

Helen A. and W. Grady Thomas '16 Scholarship Fund. Established in 1978 by W. Grady Thomas '16. Annual income to be used for scholarship awards for needy and worthy students from middle-income families.

Thomas G. Thompson Scholarship Fund. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other for a young woman.

The Ludger J. Tousant Fund. Established by the class of 1920 in memory of their classmate—Ludger J. Tousant — killed in World War I.

John Crawford Trask, Jr. '41 Memorial Scholarship Fund. Established in 1980 by Jane Hayden Trask '41 in memory of her husband. Income to be added to principal until the total endowment

is $10,000. Then annual income to be used for partial scholarship for needy and worthy students.

The K. P. Tsolainos Memorial Scholarship Fund. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon.) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

The James M. Tyler Fund. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

The Roy H. and Ida Tarbell Walch Scholarship Fund. Established in 1983 by Ida Tarbell Walch in memory of her husband, Roy H. Walch '13. Subject to reservation of life income.

The Waldo Fund. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Raymond A. Waldron Scholarship Fund. Established in 1982. Income to be used for scholarships for teachers of English with preference given to teachers from New York State to study at the Bread Loaf School of English.

The Phoebe Kasper Wallach '49 Memorial Scholarship Fund. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

The Warren Fund. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

The WEB Fund. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922-26), Mary Ella Whipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego County, California.

The Asa Wheelock Scholarship Fund. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

The Dr. Percy T. and Pauline C. Whitney Scholarship Fund. Established in 1982 by Percy T. and Pauline C. Whitney. Annual income to be used in support of financial aid to deserving students.

F. Carl Whitney '18 Memorial Scholarship Fund. Established in 1983 under the will of the late F. Carl Whitney.

Raymond L. Whitney '35 Memorial Scholarship Fund. Established in 1971 in memory of Raymond L. Whitney '35 by gifts from his family and friends. Annual income to be used in support of financial aid with preference for a student from Vermont or Maine.

The Albert Henry Wiggin Memorial Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father, Albert Henry Wiggin, trustee of Middlebury from 1922–1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

Percival Wilds '02 Memorial Scholarship Fund. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

Frank A. Williams Jr. '69 Memorial Scholarship Fund. Established by the gifts of friends, family and classmates in memory of Frank A. Williams, Jr. to provide scholarship assistance for Middlebury students seeking private instrumental or voice instruction in music and needing help to finance the cost of instruction.

The Emma Willard Scholarship Fund. Established in 1895 by the Emma Willard Association, for the benefit of deserving senior women.

The Mark Doty Wilson '72 Scholarship Fund. Established in 1976 at the request of Mark Doty Wilson '72 prior to his death. The income providing partial financial support for one or two juniors or seniors majoring in English to study at the Bread Loaf School of English, the

Bread Loaf Writers' Conference or Bread Loaf at Oxford, England. Qualification for financial aid is a prerequisite for such an award.

The Windham County Congregational Scholarship Fund. Established in 1951. Income first available for students proposed by the Conference.

The Harriet B. Winsor Scholarship Fund. Established under the will of Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

The Charles Baker Wright Scholarship. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

The Marion L. Young Scholarship Fund. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to a freshman woman outstanding in scholarship, personality and athletics.

Expendable Scholarships

CIGNA Scholarship Fund. Established in 1983 by the CIGNA Corporation. To provide three $5,000 scholarships to minority students.

The Louis L. Croland and A. Leon Kohlreiter Scholarship. Established by Barry Croland '59. An award of $500 to be made annually to a needy student with preference to an art major.

Edwin Gould Foundation Scholarships. Established by the Edwin Gould Foundation for Children. Four-year grants awarded annually to deserving students.

The Marie L. Rose Huguenot Scholarship. $1,000 a year available to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America.

Jaqua Foundation Scholarship Fund. Established in 1983 by the Jaqua Foundation to provide one $5,000 scholarship or two $2,500 scholarships each year. Preference given to residents of New Jersey.

Reginald H. Jewell Scholarship Fund. Established in 1986 by the estate of Reginald H. Jewell.

The Agnes M. Lindsay Awards. $8,000 annually. From the Agnes M. Lindsay Trust for scholarships for men and for women.

Theodore Luce Fund Scholarship. $6,000 annually. From the Theodore Luce Fund for awards to needy students from metropolitan New York.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four-year grants awarded annually to deserving students.

The Sylvia Westin Wurts Memorial Scholarship. Awarded each year to a woman student from the Hartford, Connecticut, area.

Loan Funds

Alpha Sigma Phi Memorial Fund. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

The Edwin L. Bigelow '13 Student Scholarship Loan Fund. Established in 1981 under the will of Edwin L. Bigelow '13. Available to students from Vermont, special consideration being given, when suitable applicants are available, to students attending the College from the towns of Danby, Dorset, Manchester, Mt. Tabor, Pawlet, Rupert, Sandgate and Sunderland.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. "To help deserving students."

Joel B. Harris Student Loan Fund. A revolving fund of $7,922 for loans to Middlebury students.

Hazeltine Student Loan Fund. Established in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. Established in 1923 by a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Ada Howe Kent Foundation Loan Fund. Established in 1983 by the Ada Howe Kent Foundation for loans to students who are able to provide in part from their own resources and from families who can make some contribution but are unable to pay all college costs.

Lee A. Kintzel and Roger Kintzel Student Loan Fund. Established in 1981 by the gift of Lee A. Kintzel '65. A revolving fund for loans to undergraduate students at Middlebury.

Martha Jewett Nash Student Loan Fund. Established in 1923 by a friend. The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College.

William H. Porter Student Loan Fund. An unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the Trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont—the first consideration being given to those from Addison County.

Justin M. Ricker Fund. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

Scholarship Awards and Prizes

There are many generous prizes and awards for which students may compete in various ways. **Charles B. Allen Memorial Prize.** In memory of "Corky" Allen '62. Income from $8,158. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by his participation in athletics and other student activities has contributed to the spirit of Middlebury.

The Alumni Association Community Service Award. Awarded annually to the graduating senior who has best demonstrated a commitment to community service through involvement in campus or community non-academic life at Middlebury.

Bishop Atwood Historical Prize. Income from $406. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910–1925.

The Blum & Company, Inc. Award. Established in 1984 by Albert L. Blum '72. $200 awarded each year to a graduating senior in the Department of Sociology and Anthropology for high academic achievement or leadership in student and community activities.

Byron E. Bermas, Jr., Prize. Income from $612. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Deacon Boardman Peace Prize. Income from $4,416. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature 1859–1861.

Barbara Buchanan Memorial Award, in memory of Barbara J. Buchanan's academic excellence and ideal of service.

Reid L. Carr Prize. Income from $1,910. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Prize. The annual income, not exceeding $1,000 on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A. B. "classical" course, showing the highest grade for scholarship and deportment.

George H. Catlin Classical Prize Fund. Income from $1,274. Awarded to a man in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Fund. Income from $9,702. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest average the full four-year "classical" course, including preferably some study of Latin and Greek.

The William B. Catton Prize. Established in 1984 by friends and colleagues of William B. Catton, first Charles A. Dana Professor of History at Middlebury College. Awarded annually to the graduating senior whose thesis on an American subject best combines and exemplifies the qualities of scholarly research and literary artistry.

The Elbert C. Cole '15 Memorial Fund Prize. Awarded to a junior or senior major who has shown an outstanding performance in biology courses, preferably a student who plans a career in biology or a biologically-related field. Established by Dr. Cole's family and friends to honor a gifted teacher, Professor of Biology at Williams College for 32 years and Trustee of Middlebury College for 30 years.

Janet C. Curry '49 Science Honors Award Fund. $13,083. Established in 1977 by Janet C. Curry '49. Annual income to be used for awards to senior women working for honors in the sciences with first preference to senior women seeking honors in the biological sciences.

The F. C. Dirks Prize in Economics. Established in 1985 by friends wishing to honor the internationally distinguished accomplishments of Dr. Frederick C. Dirks '30 on the occasion of his 55th Reunion. Awarded each year to a student entering his or her senior year with extraordinary achievement and high promise for continuing leadership and success in economics and related fields.

Eaton Prize. Income from $1,274. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000, were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $3,466 established in memory of Harry M. Fife, Professor of Economics, 1925–50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income on $500 awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during four undergraduate years.

Hazeltine Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925–1928, and Burt A. Hazeltine, Dean of Men, 1926–1938.

Julian E. and Melba Jarrett Prize. Awarded to that graduating Political Science major who excelled in the study of political philosophy, law and American Government. Established in 1982 by Glenn A. Jarrett, '70, in memory of his parents.

The C. J. Neil Kvasnak Family Award. Established in 1983 by the C. J. Neil Kvasnak family. Income to be awarded annually to the graduating Political Science major who has excelled in the study of American politics, with special emphasis on state and local politics.

Lank Prize in Sociology and Anthropology. Established in 1984 by Dr. Alden G. Lank '55, faculty member and director of the MBA program International Management Institute, Geneva, Switzerland. Income to be awarded to a graduating senior for academic excellence within the Sociology and Anthropology Department.

Kellogg Latin English Prize. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861–1868, and Trustee, 1885–1920.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

The Merlino-Mezzotero Award. Established in 1979 by the gift of Richard F. Mezzotero to honor his good friend, Dr. Camillo P. Merlino, former Director of the Middlebury College Italian School. Annual income from $1,000, to provide cash prizes to a student each year on a basis of achievement for work done in either or both of two courses, "A Survey of Italian Literature" and "The Risorgimento."

Mortar Board Cup. Awarded to a sophomore woman who in the opinion of the Chapter has shown the greatest interest in college by participation in extracurricular activities and by attainment of high scholarship. Established by Mortar Board.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income on $500, awarded annually to the student who writes the best honors thesis in History or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

The Anthony Penale Fund. Established in 1983 by Anthony Penale '37. The annual income is to be given as an award of recognition, encouragement and sustenance to a rural school teacher enrolled in the summer session at the Bread Loaf School of English. The purpose of the award is to honor and identify the uniquely talented and devoted teaching of children in the remote communities of our country.

The Henry B. Prickitt English Prize. Established in 1984 by the Department of English and friends. Annual income to be awarded to a graduating senior whose work in the English Department has been outstanding.

Senior Honors Thesis Award in Economics. Established in 1980. $100 awarded annually for the best senior honors thesis in the Department of Economics.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan, '41.

The Marci J. Stewart '72 Memorial Awards. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

Stolley-Ryan American Literature Prize. Established in 1978 as an annual award to the graduating senior majoring in American Literature whose work in the department best reveals the greatest understanding and appreciation for the issues central to the American literary tradition.

Mary Dunning Thwing Prize. Income on $1,910 awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Paul W. Ward '25 Memorial Prize. A $100 prize awarded twice annually, each term, to a freshman for proficiency in writing.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. Income from $1,148 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Income from fund of $2,230, awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, Trustee, 1922–23.

Endowed Lectureships

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

Willard Duncan Carpenter '14 Memorial Lecture Fund. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for a lecture in Economics.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

Elizabeth Drew Memorial Lecture Fund. For lectures at the Bread Loaf School of English.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

Samuel S. Stratton Lecture. Established by 1962–63 gifts to the Parents' Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

Robert W. van de Velde, Jr. '75 Memorial Lecture Fund. Established in 1981 by Mr. and Mrs. Robert van de Velde and friends of the family. The income to provide an annual lecture on media communications.

Academic Standards and Regulations

The College makes available to students copies of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics and student activities. Since these are subject to change from time to time they are not to be considered as contractual. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged by appropriate administrative authorities to be undesirable, without assigning any further reason therefor. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades. Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Final grades, notices of academic probation and second course warnings are sent to parents or to students at their home address.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Transfer of Credit. Students may transfer course credits from other institutions by preparing in advance a "Transfer of Credit" form (requiring approval by the department chairman, the student's adviser, and the Dean of Students). Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and transcripts from approved educational institutions. To receive credit the transfer course should normally be above the introductory level at the institution attended and must be passed with a grade of C− or better. These transfer credits, as well as Advanced Placement credits may be used to make up failures, excess D credits, and other deficiencies in the student's record.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed an A.B. program at another accredited four-year college regardless of the academic calendar followed. This policy applies whenever possible for lesser transfer units. When term equivalences cannot be established, the Dean of Students will decide on the number of courses needed to complete the degree. In all cases, course evaluation will be relevant to fulfillment of Middlebury Departmental and College requirements. Failing grades and Ds at other colleges are not transferable. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Failure, Probation, Warning and Readmission.

The following constitutes academic failure:

2 Fs
3 Ds
1 F and 2 Ds
2 Ds or 1 F while on probation
D or F in winter term while on probation
3 times on probation
1 F and 1 D or 2 Ds or 2 consecutive terms on probation when a student is completing a fall or spring term with only 3 units of credit.

First-term freshmen who have 2 Fs and 2 Cs or better or 3 Ds and 1 C or better at the end of their first term will be continued in college on academic probation. Two Ds and 1 F constitute failure. For those taking 3 courses, 3 Ds or 2 Fs constitute failure.

The following constitutes probation:

2 Ds

1 D and 1 F

D or F in winter term

1 D or 1 F for students completing a fall or spring term with only 3 units of credit.

A student placed on probation from the previous fall will be removed from probation if he or she receives an A– or better or an honors grade in winter term; otherwise probationary status will continue through spring term.

A student whose grades constitute academic failure is required to withdraw from Middlebury College. A student who has failed out of college may apply for immediate readmission and may be readmitted only by decision of the Administration Committee.

At any time when a student is receiving Ds or failing grades during a course or in any way neglecting the obligations of a course, he or she may be placed on course warning. The Administration Committee may require a student to withdraw during a semester, if the student is receiving failing grades in his or her course work and these failing grades are due to a lack of application or a negligent attitude.

When a student has failed out readmission is a special privilege, not a right. The Administration Committee will take favorable action only when it is satisfied that the factors which led to failure have been rectified and that the student has both ample motivation and capacity to earn his or her degree. Mere lapse of time is not sufficient basis for readmission. The burden of proof of motivation and capacity rests with the student. The student is normally encouraged to enroll at another accredited institution and to achieve a good record there. In some cases, military service or employment related to his or her interests may be considered as evidence.

Application for readmission is made to the Administration Committee through the Dean of Students. Any student readmitted will be on probation for the first term following his or her return and, if dropped a second time, will not be readmitted.

Auditing. With advance permission of the instructor a regularly enrolled student may attend other classes as an auditor. The instructor establishes the conditions under which the student may audit, but in no case can the student receive credit for auditing.

Non-students may audit courses only with the permission of the instructor and the Academic Vice President.

Special Students. Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled as A.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students must pay per course a fee of $1,300 in the 1986–87 academic year.

Adjunct Students. A small number of students, primarily foreign nationals, may be admitted as non-degree candidates. They may take as many or few courses as desired and may decide whether or not they will receive grades. They pay full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Visiting Students. Students from other colleges or universities may apply for visiting student status for spring term. They must give assurance that they are in good standing in their home institution and that the credit received will be accepted for transfer toward the degree at their home institution. Inquiries should be directed to the Dean of Admissions.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle. All vehicles must be registered with the Campus Security office and parked in assigned lots. A student receiving financial assistance from the College is permitted to maintain a motor vehicle in Middlebury subject to the existing vehicle regulations affecting all students. However, he or she must plan to use personal funds for all expenses relating to ownership, maintenance, and operation of a motor vehicle. Such costs will not be included in the student budget when determining financial aid.

The College will take what measures are necessary to ensure that no student aid funds are used to subsidize motor vehicle expenses.

Graduate Work

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology and Chemistry during the regular academic year. Inquiries about these programs should be addressed to the chairman of the department concerned. Graduate students may be enrolled only upon recommendation of the department concerned and approval by the Executive Committee of the Science Division in consultation with the Vice President for Academic Affairs. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Chemistry: All Chemistry courses numbered 400 or above. In order to serve the needs of graduate students in these departments, cognate courses in other departments may, when appropriate, be raised to graduate level by inclusion of supplemental material.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.
2. The candidate must satisfy Middlebury College of his fitness to undertake graduate study.
3. The candidate must be a student in residence at Middlebury College for at least one academic year.
4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses.
5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.
6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.
7. All work to be credited toward the degree must be completed with a grade of B– or above.
8. Participation in laboratory teaching and preparation is a degree requirement.
9. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $1,300 in 1985–86.

Bread Loaf. The Middlebury College Bread Loaf School of English is in session during the summer and offers only graduate courses in literature, writing and theatrical arts, leading to the M.A. and M. Litt. degrees. However, exceptionally able undergraduates are accepted. The School encourages teachers who have their Master's degree, or others who have at least a Baccalaureate degree to enroll for a summer as non-degree students in a Program of Graduate Continuing Education. Admission is on the basis of college transcripts and two letters of recommendation. Since the program of study is designed to meet individual needs, there is no set of requisites for admission. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, experience has shown that students who have mediocre college records or who have majored in other disciplines may, with teaching experience, have achieved a perspective that will assure them of distinguished records at Bread Loaf. In short, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer. Students are accepted for one summer only and are readmitted only after demonstrating that degree requirements can be successfully met.

The Bread Loaf School of English offers graduate courses in English literature and drama during a six-week summer session at Lincoln College, Oxford University. The same criteria for

admission pertain as at the School of English. Courses at Lincoln College may be transferred toward the M.A. or M. Litt. degrees at the School of English.

The bulletin, issued each winter, contains further information about application and registration. Inquiries should be addressed to the Administrative Assistant of the Bread Loaf School of English, Middlebury College, Middlebury, VT 05753.

The Bread Loaf Writers' Conference is held at Bread Loaf in the middle of August. This Conference offers lectures, discussions, workshops and private consultations in fiction, non-fiction and poetry, but does not lead to a degree. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in February. Inquiries should be addressed to the Secretary of The Writers' Conference.

The Language Schools. Graduate work leading to the Master of Arts Degree, Master of Modern Languages Degree and the Doctor of Modern Languages Degree is offered by the Middlebury College Language Schools of French, German, Italian, Russian and Spanish during the summer and abroad. During the summer, courses for undergraduate and graduate credit provide intensive instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish on the Vermont campus. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history and foreign language pedagogy. Students may apply for a single summer at any level. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work. An important ingredient of a summer of study at the Language Schools is the language pledge, a formal agreement to use only the language of study, both in and out of the classroom, for the entire length of the sessions.

Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools catalogue. Complete information will be mailed upon request to the Language Schools. All specific inquiries for admission to the Language Schools should be directed to the individual school, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753.

The Schools Abroad. The Middlebury Schools in France, Germany, Italy, the Soviet Union and Spain are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in classes and special seminars organized by Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge while they are abroad. After spending the required preliminary summer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the schools abroad. All are expected to carry a full load of courses in the areas of language, humanities and social sciences. Students in the Doctor of Modern Languages programs may elect to fulfill the required period of residency abroad by taking courses for credit in one of the schools, by auditing classes in preparation for the general examinations, or by engaging in dissertation (or thesis) research.

(The program in Moscow is limited to one semester, either in fall or spring. Completion of the Master of Arts degree in Russian will normally require two summers of work in addition to the program in Moscow. Students in the DML program should consult with the Director of the Russian School concerning research possibilities in the Soviet Union.)

The Degrees of Master of Modern Languages and Doctor of Modern Languages. In addition to the Master of Arts, the Language Schools also offer the advanced degrees of Master of Modern Languages (M.M.L.) and Doctor of Modern Languages (D.M.L.).

The degree of Master of Modern Languages is a post-M.A. degree designed to answer the needs of teachers and other individuals who wish to achieve a high level of proficiency and teaching skill either in two foreign languages (French, German, Italian, Russian, Spanish) or

in a foreign language and English. The degree of Doctor of Modern Languages in the same languages differs from the traditional Ph.D. in that its emphasis is on a combination of scholarly and practical training. Detailed statements of the requirements for these degrees are available from the office of the Director of The Language Schools.

Accreditation: *Middlebury College is accredited by the Vermont State Department of Education and by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.*

Development Program

In 1954, Middlebury began a development program to seek the additional funds necessary to provide increased teaching resources, academic facilities and scholarship aid. These additional funds continue to be essential to sustain Middlebury's educational objectives.

As part of The Campaign for Middlebury, the College is making a special effort to increase endowment critical to the current and future health of the College. Gifts and bequests for scholarships and faculty support for undergraduate and graduate programs are particularly important. Gifts of $100,000 and over are needed to establish endowed undergraduate scholarships while gifts of $25,000 and over can establish graduate scholarships for the Language Schools and the Bread Loaf School of English.

An endowed professorship is one of the most rewarding contributions that can be made to the College. Necessary funds for such an endowment range from $1 million to $1.5 million for a professorship spanning the academic year of the undergraduate college. Contributions in the $250,000 to $350,000 range can establish professorships for the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886-87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige-Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Professorship in the Performing Arts (1974)

The William R. Kenan Jr. Professorship (1975)
The Christian A. Johnson Distinguished Professorship in Economics (1977)
The Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)
The C. V. Starr Professorship in Linguistics and Language (1979)
The Fiftieth Anniversary Chair in the Italian School (1981)
The Benjamin F. Wissler Professorship in Physics (1983)
The John M. Kirk Jr. Chair in Medieval Literature at the Bread Loaf School of English (1984)
The Fletcher Chair in the Arts (1985)
The Pardon Tillinghast Chair in History (1985)
The Frederick C. Dirks '30 Residency in Economics and Political Science (1985)

Forms for Gifts and Bequests

The corporate title of Middlebury College is "The President and Fellows of Middlebury College." The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ for the uses and purposes of the said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ to be known as the _____ Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers—'earned income only to be used') for the purpose of _____ _____ If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, The Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

President and Fellows

President and Fellows of the Corporation

Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. — Middlebury, VT
President of the College

Charter Trustees

(Calendar year indicates first date of election)

Allan R. Dragone, '50, A.B., M.B.A. (1978) — New York, NY
Chairman of the Board and
President of the Corporation

A. Rita Chandellier Glavin, '58, A.B., J.D. (1978) — Waterford, NY
Vice Chairman of the Board
Attorney, Glavin and Glavin

Jonathan O'Herron, A.B., M.B.A. (1980) — New York, NY
Vice Chairman of the Board
General Partner, Lazard Freres & Co.

Albert W. Coffrin, '41, A.B., LL.B. (1973) — Burlington, VT
Secretary of the Corporation
United States District Judge

Debora Nye Eppler, '50, A.B., M.A. (1972) — Morristown, NJ

Willard T. Jackson, '51, A.B., M.B.A. (1973) — New York, NY
Investment Counselor
Brundage, Story & Rose

C. Irving Meeker, '50, A.B., M.D. (1979) — Portland, ME
Clinical Professor of Obstetrics and
Gynecology, Tufts University
College of Medicine
Chairman, Department of Obstetrics and Gynecology
Maine Medical Center

W. Kyle Prescott, '49, A.B. (1978) — Montreal, Quebec
President-Owner, Prescott & Co. Ltd.

Robert P. Youngman, '64, A.B. (1980) — New York, NY
President, Hovey, Youngman Associates, Inc.

Milton V. Peterson, '58, A.B. (1983) — Fairfax, VA
Owner, Milton V. Peterson Investment Co.

Irvine O. Hockaday, A.B., J.D., LL.B. (1984) — Kansas City, MO
President
Hallmark Cards, Inc.

Term Trustees

	First Elected	Term Expires	
Khalid Ali Alturki, B.A., M.A., M.B.A. Owner and Managing Director Trading and Development Company	1979	1987	Dhahran, Saudi Arabi
Patricia Judah Palmer, '57, A.B.	1982	1987	Wellesley Hills, MA
Richard I. Fricke, B.A., J.D. President and CEO National Life Insurance Company	1983	1988	Montpelier, VT
James S. Davis, '66, A.B., M.A. President-Owner New Balance Athletic Shoe Inc.	1984	1989	Boston, MA
Sister Elizabeth Candon, B.A., M.A., Ph.D. Special Assistant to the President, Trinity College	1984	1989	Burlington, VT
Samuel Dewitt Proctor Senior Minister Abyssinian Baptist Church	1986	1991	New York, NY
Catherine R. Fallon, '57, A.B.	1982	1991	Weston, MA
Julie N. Firestone, '63, A.B.	1986	1991	Scottsdale, AZ

Alumni Trustees

Dort A. Cameron III '67, A.B., M.B.A. Partner, Bass Investment Ltd.	1983	1988	New York, NY
Kathryn E. Frazer, '73, A.B., M.P.A. President, Frazer Consulting Company	1984	1989	Denver, CO
Sabin C. Streeter, '63, A.B., M.B.A. Senior Vice President for Investment Banking Donaldson Lufkin and Jenrette Securities Corp.	1984	1989	Chappaqua, NY
Reuben Mark, '60, A.B., M.B.A. President and C.E.O. Colgate-Palmolive Company	1985	1990	New York, NY
Judith Tichenor Fulkerson, '56, A.B.	1986	1991	Weston, MA
Jane Bryant Quinn, '60, A.B. Columnist Newsweek Magazine	1986	1991	Chappaqua, NY

Trustees Emeriti

(Dates indicate election to Board of Trustees and effective date of emeritus status)

James I. Armstrong, Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)	South Berwick, ME
Mary Williams Brackett, '36, A.B., M.A., Ph.D., Litt.D., (1969, 1984)	Wilton, CT
Paris Fletcher, '24, B.S., LL.B., Sc.D., LL.D., (1956, 1973)	Worcester, MA
Alexander Hamilton Fulton (1964, 1978)	Plattsburgh, NY
Alice Guest Howson, '30, A.B., M.A., Litt.D., (1948, 1979)	Poughkeepsie, NY
Arnold R. LaForce, '35, B.S., M.B.A., LL.D. (1961, 1980)	Gladstone, NJ

L. Douglas Meredith, A.B., M.A., Ph.D., LL.D. (1960, 1975)	Burlington, VT
Raymond J. Saulnier, '29, B.S., M.A., Ph.D., LL.D. (1958, 1979)	New York, NY
Hilton A. Wick, A.B., LL.B. (1969, 1984)	Burlington, VT
William S. Youngman, A.B., J.D., LL.D. (1962, 1977)	Vero Beach, FL

Officers of the Corporation

Allan R. Dragone, '50, A.B., M.B.A. Chairman of the Board President of the Corporation	New York, NY
A. Rita Chandellier Glavin, '58, A.B., J.D., Vice Chairman of the Board	Waterford, NY
Jonathan O'Herron, A.B., M.B.A. Vice Chairman of the Board	New York, NY
Albert W. Coffrin, '41, A.B., LL.B. Secretary of the Corporation	Burlington, VT
David W. Ginevan, B.S., M.Ed., M.B.A. Treasurer of the Corporation	Middlebury, VT
Elizabeth Karnes Assistant Secretary of the Corporation	Middlebury, VT

Academic Administration and Staff (1986–1987)

(Calendar year indicates first date of appointment; second date appointment to present position)

President

President	Olin C. Robison, D.Phil. (Oxon)., LL.D., L.H.D. (1975)
Executive Assistant to the President	Elizabeth H. Karnes, A.B. (1986)

Academic Program

Provost and Vice President for Academic Affairs	Bruce B. Peterson, A.B., Ph.D. (1962, 1985)
Administrative Assistant to the Provost	Sandra LeGault, A.B. (1977, 1984)
Vice President for Foreign Languages and Director of the Language Schools	Edward C. Knox, A.B., Ph.D. (1969, 1982)
Dean of the College	Steven C. Rockefeller, A.B., B.D., Ph.D. (1970, 1981) (on leave 1986–87)
Dean of the College	John D. Emerson, A.B., Ph.D. (1973, 1986)
Associate Dean of the College	Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1986)
Dean for Academic Development and Planning	John M. McCardell, Jr., A.B., Ph.D. (1976, 1985)
Dean of the Faculty	Robert L. Gleason, A.B., Ph.D. (1960, 1982)
Secretary of the Faculty	Jean Blodgett, A.B. (1977)
Director of Academic Computing	T.B.A.
Associate Director of Academic Computing	Thomas Copeland, A.B., Ph.D. (1979)
College Curator and Director of the Johnson Gallery	Richard A. Saunders, A.B., M.A., M.Phil., Ph.D. (1985)
Librarian	Ronald Rucker, A.B., M.A., M.L.S. (1976)
Associate Librarian	Hans Raum, A.B., M.L.S. (1975, 1977)
Reference Librarian/Science Librarian	Susan W. Tucker, A.B., M.L.S. (1976, 1978)
Reference Librarian/Instruction Librarian	Stephen Plum, M.L.S., M.A. (1983)
Abernethy Curator and Archivist	Robert Buckeye, A.B., M.A., M.L.S. (1971)
Systems Librarian	Jeffrey Rehbach, A.B., M.A., M.L.S. (1981, 1985)
Catalog Librarian	Cynthia Watters, A.B., M.L.S. (1975, 1985)
Collection Development Librarian	Joanne Lopez, A.B., M.L.S. (1981)
Music Librarian	Mary E. Russell, B.M., M.M., M.L.S. (1985)

Technical Adviser to the Director of the Language Schools	James W. Dodge, A.B., M.A. (1971, 1974)
Technical Director of the Theater	J. Richard Forman, A.B. (1970, 1976)

Student Services

Dean of Students	Erica B. Wonnacott, A.B., M.A. (1968, 1970)
Assistant Dean of Students	Arlinda Ardister, A.B., M.A. (1980)
Assistant Dean of Students	Martha L. Mathis, B.S., M.S. (1985)
Director of Residential Life	Francis T. Kelley, A.B., S.T.L. (1983)
Chaplain	T.B.A.
Dean of Admissions	Fred F. Neuberger, A.B. (1950, 1985)
Director of Enrollment Planning	Herbert F. Dalton, Jr., A.B., M.A., Ed.M. (1979, 1982)
Associate Director of Admissions	Lynde S. Karin, A.B. (1979)
Associate Director of Admissions	Carolyn L. Perine, A.B. (1973, 1982), part-time
Associate Director of Admissions	Bertram D. Phinney, A.B. (1973, 1982)
Associate Director of Admissions and Director of Minority Recruitment	James H. Williams, Jr., A.B. (1983)
Special Assistant to Director of Admissions	Eleanor H. Collins (1964)
Assistant Director of Admissions	T.B.A.
Assistant Director of Admissions	Lindsay E. Barstow, A.B. (1985)
Assistant Director of Admissions	Kathy M. Lindsey, A.B. (1983, 1985)
Admissions Counselor	Xavieria E. Atkins, A.B., M.Ed. (1984)
Admissions Counselor	Barbara Marlow, A.B. (1983)
Director of Campus Security	Fred F. Spencer, Jr. (1969)
Director of Career Counseling and Placement	Stephen F. Johansson, A.B., Ed.M. (1981)
Associate Director of Career Counseling and Placement	Darlyn P. Martin (1963, 1985)
Assistant Director of Career Counseling and Placement	Valerie B. Szymkowicz, A.B., M.Ed. (1984)
Director, Counseling and Human Relations Center	Gary F. Margolis, A.B., Ph.D. (1972)
Assistant Director, Counseling and Human Relations Center	Marianna McShane, A.B., M.A. (1982)
Director of Undergraduate Records	Lucinda A. Rigg (1976, 1983)
Director of Financial Aid	Robert Donaghey, A.B., M.A. (1984)
Associate Director of Financial Aid	Patricia L. Santner, B.S. (1985)
Assistant Director of Financial Aid	Kathleen O'Meara (1981)
Director of the George Parton Health Center	T.B.A.

Asssistant Director, George Parton Health Center	Nancy S. Cutting, B.S. (1986)
Student Activities Director	Jacqueline S. Flickinger (1967, 1973)
Student Employment Coordinator and Volunteer Services Adviser	Tiffany Sargent, A.B. (1985)

Development, Alumni Relations

Vice President for Development	Clarence W. Leeds, III, B.S. (1981)
Senior Development Officer	Gordon C. Perine, A.B. (1951, 1984)
Director of Development for Capital and Planned Giving	David G. Rahr, A.B. (1982, 1984)
Campaign Coordinator	Amy Hastings, A.B., M.A. (1984)
Director of Alumni Relations	Hugh W. Marlow, A.B. (1980)
Director of Public Affairs	Ronald Nief, A.B. (1976, 1978)
Director of Annual Funds	Mona M. Wheatley, A.B., M.Ed. (1980)
Director of Foundation and Corporate Relations	Susan Veguez, A.B., M.A. (1972, 1984)
Editor, News Services	Max P. Petersen, A.B. (1962)

Business Management

Vice President for Administration and Treasurer	David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1983)
Assistant Treasurer	Richmond G. Littlefield, B.S., M.B.A., C.P.A. (1967, 1976)
Purchasing Agent	Howard W. Brush (1980, 1983)
Personnel Director	Roger E. Cole, A.B., M.B.A. (1974)
Assistant Personnel Director	Shirley Fisler (1974, 1984)
Plant Engineer	Harvey N. Drinkwine (1956, 1967)
Director of Data Processing	Norman D. Hadley, A.B. (1966, 1968)
Manager of Custodial Services	Virginia C. Hall (1974, 1980)
Publications Coordinator and Reprographics Manager	Norma Jean Rollet (1983)
Manager of Golf Course, Snow Bowl	Howard R. Kelton (1969, 1979)
Comptroller	John J. Palmeri, B.B.A., C.P.A. (1977)
Manager of College Store	Carl Peabody, B.S. (1962, 1964)
Director of Budget Administration	Rhoda M. Rader (1979, 1984)
Manager of Mail Services	Eileen M. Rollinson (1969)
Business Manager	James D. Ross, A.B., M.B.A. (1956, 1964)
Director of Food Services	Gary M. Starr, B.S. (1977)
Assistant Director of Technical Support	Arthur J. Thorne (1968, 1980)
Book Department Manager, College Store	John C. Tulley (1970, 1975)

Director of New Construction and Major Renovations	Gerald Vaillancourt (1983, 1984)
College Forester	Stephen W. Weber, B.A., M.S. (1978, 1980)
Director of Operations	George W. Whitney, Jr., A.B. (1973, 1983)
Director of Physical Plant	Jon C. Woodbury, B.S. (1978)

Athletic Program

Director of Athletics	G. Thomas Lawson, B.S. (1969, 1977)
Asst. Director of Athletics; Coach: Men's Basketball, Women's Soccer	Russell L. Reilly, A.B., M.Ed. (1977)
Coach: Skiing, Cross-Country; Asst. Coach: Track	Terry L. Aldrich, B.S. (1975)
Coach: Golf	Wendell F. Forbes, A.B. (1962)
Coach: Men's Hockey	T.B.A.
Director, Brown Pool	Joan T. Greiner, B.S., M.S. (1960)
Coach: Men's Lacrosse; Asst. Coach: Football	James A. Grube, A.B. (1978)
Coach: Football, Men's Tennis	Michael G. Heinecken, B.S., M.Ed. (1973)
Coach: Field Hockey, Women's Lacrosse	Carson Hopkinson, B.S. (1977)
Physical Education Director; Director of Intramurals	Mary E. Lick, A.B., M.S. (1956)
Coach: Men's Soccer, Women's Squash; Asst. Coach: Tennis	David F. Saward (1985)
Coach: Men's/Women's Swimming	Donald McIntosh, B.S. (1980)
Coach: Women's Hockey; Asst. Coach: Football, Men's Lacrosse	Robert D. Ritter, A.B. (1982)
Coach: Men's Alpine Skiing	Scott Young (1984)
Coach: Women's Tennis, Men's/ Women's Track	Gail Smith, A.B. (1977)
Coach: Baseball; Asst. Coach: Football	Robert L. Smith, A.B., M.A. (1979)
Coach: Women's Basketball; Asst. Coach: Women's Lacrosse, Women's Field Hockey	Anne M. Weaver, A.B. (1984)
Coach: Women's Soccer, Women's Alpine Skiing; Asst. Coach: Track	Eric J. Wilson (1985)
Director of Sports Medicine	Frank O. Bruch, A.B., M.D. (1977, 1984)
Athletic Trainer	Richard W. Waterman (1956)
Athletic Trainer	David P. Matthews, B.S. (1983)
Physical Therapist	Susan E. Murphy, A.B. (1976)

Language Schools, Bread Loaf

Vice President for Foreign Languages	Edward C. Knox, Ph.D. (1982)
Assistant to the Director	David Rowe, M.A. (1983)
Director of the School of Arabic	Peter F. Abboud, Ph.D. (1982)
Dean of the School of Arabic	Thomas Huber, Ph.D. (1983)

Director of the Bread Loaf School of English	Paul M. Cubeta, Ph.D. (1964)
Director of the Bread Loaf Writers' Conference	Robert Pack, M.A. (1972)
Administrative Director of the Bread Loaf Writers' Conference	Stanley P. Bates, Ph.D. (1978)
Director of the Chinese School	Chih-p'ing Chou, Ph.D. (1984)
Dean of the Chinese School	Gregory Kuei-ke Chiang (1983)
Director of the French School	Daniel Jourlait, Ph.D. (1986)
Dean of the French School	Carol E. Rifelj, Ph.D. (1985)
Director of the School in France: Paris	Nancy M. O'Connor, Ph.D. (1986)
Director of the German School	Gerard Schneilin, Doctorat d'Etat (1971)
Dean of the German School	Thomas Huber, Ph.D. (1971)
Director of the School in Germany: Mainz	Kimberly M. Sparks, Ph.D. (1986)
Director of the Italian School	Edoardo Lebano, Ph.D. (1986)
Dean of the Italian School	Ugo Skubikowski, Ph.D. (1981)
Director of the School in Italy: Florence	Anna L. Barsanti (1976)
Director of the Japanese School	Seiichi Makino, Ph.D. (1977)
Dean of the Japanese School	Gregory Kuei-ke Chiang (1983)
Director of the Spanish School	Randolph Pope, Ph.D. (1982)
Dean of the Spanish School	Roberto Véguez, Ph.D. (1986)
Director of the School in Spain: Madrid	Eduardo Camacho, Ph.D. (1972)
Director of the Russian School	David Bethea, Ph.D. (1981)
Dean of the Russian School	Thomas R. Beyer, Ph.D. (1981)
Director of the School in the Soviet Union: Moscow	T.B.A.

The Faculty (1986–87)

Olin C. Robison, A.B., Baylor; D.Phil. (Oxon)., Oxford; LL.D., Baylor; L.H.D., Monterey Institute
President and College Professor (1975)

Bruce B. Peterson, A.B., Middlebury; Ph.D., Syracuse
Provost and Vice President for Academic Affairs (1985); Professor of Mathematics (1962)

Edward C. Knox, A.B., Wesleyan, Ph.D., Yale
Vice President for Foreign Languages; Director of the Language Schools (1982); Jean Thomson Fulton Professor of Modern Languages and Literature (1969)

Steven C. Rockefeller, A.B., Princeton; B.D., Union Theological Seminary; Ph.D., Columbia
Dean of the College (1981); Professor of Religion (1971), on leave 1986–87

John David Emerson, A.B., University of Rochester; M.S., Ph.D. Cornell
Dean of the College (1986); Associate Professor of Mathematics (1973)

Robert W. Gleason, A.B., Middlebury; Ph.D., Massachusetts Institute of Technology
Dean of the Faculty (1984); Professor of Chemistry (1960)

John M. McCardell, Jr., A.B., Washington and Lee; Ph.D., Harvard
Dean for Academic Development and Planning (1985); Associate Professor of History (1976)

Eve Adler, A.B., Queens College; M.A., Brandeis; Ph.D., Cornell
Associate Professor of Classics (1977)

Paul J. Albanese, B.S., SUNY at Brockport; M.A., Ph.D., Harvard
Assistant Professor of Economics (1983)

Terry L. Aldrich, B.S., St. Lawrence
Assistant Professor of Physical Education (1975)

Richard Allen, A.B., M.A., Ph.D., University of Illinois, Champaign - Urbana
Visiting Assistant Professor of History (fall and winter terms) (1986)

Glenn M. Andres, B.Arch., Cornell; M.F.A., Ph.D., Princeton
Christian A. Johnson Professor of Art (1970)

Alicia Andreu, A.B., Chapman; M.A., Wisconsin; Ph.D., Oregon
Associate Professor of Spanish (1976), on leave 1986–87

David H. Andrews, A.B., Ohio Wesleyan; M.A., Ph.D., Cornell
Professor of Anthropology (1968)

Richard T.W. Arthur, A.B., Oxford; M.A., McGill; Ph.D., University of Western Ontario
Visiting Assistant Professor of Philosophy (1985)

David B. Audretsch, A.B., Drew; M.S., Ph.D., University of Wisconsin
Assistant Professor of Economics (1980), on leave 1986–87

Alexandra Baker, A.B., Hunter; M.A., Indiana
Lecturer in Russian (1972)

Lynne R. Baker, A.B., M.A., Ph.D., Vanderbilt
Professor of Philosophy, on Associate Status (1976)

Robert L. Baker, A.B., Colorado; M.A., Ph.D., Michigan
Professor of Russian (1967)

Brewster Baldwin, A.B., Williams; M.A., Ph.D., Columbia
Professor of Geology, on Associate Status (1958)

Mireille Barbaud-McWilliams, Ph.D., University of Paris X
Assistant Professor of French (1979), on leave winter and spring terms 1986–87

Simon Barenbaum, Ph.D., Brown
George Adams Ellis Professor of French (1970)

Ellen O. Basu, A.B., Williams; M.A., Ph.D., Harvard
Assistant Professor of Anthropology (1985)

Stanley P. Bates, A.B., Dartmouth; A.B., M.A., Oxford; M.A., Ph.D., Harvard
Professor of Philosophy (1971); Administrative Director of the Bread Loaf Writers' Conference (1978)

Eduardo C. Béjar, A.B., B.Arch., Rice; M.A., University of Houston; M.A., Ph.D., University of Massachusetts, Amherst
Assistant Professor of Spanish (1985)

Barbara L. Bellows, A.B., M.A., Ph.D., University of South Carolina
Assistant Professor of History (1983)

John David Berninghausen, A.B., University of Minnesota; M.A., Ph.D., Stanford
Professor of Chinese (1976)

John Anthony Bertolini, A.B., Manhattan; M.A., Ph.D., Columbia
Associate Professor of English (1975), on leave fall and winter terms 1986–87

Thomas R. Beyer, Jr., B.S., Georgetown; M.A., Ph.D., University of Kansas
Associate Professor of Russian (1975)

Paul W. Bank, A.B., Oberlin; M.S., University of Wisconsin, Madison
Visiting Instructor of Geography (1986)

Priscilla Bremser, A.B., Smith; M.A., Ph.D., Johns Hopkins
Assistant Professor of Mathematics (1984)

Mary M. Brodnax, A.B., Vanderbilt; M.A., Johns Hopkins
Visiting Instructor in German (1985)

David A. Bumbeck, B.F.A., Rhode Island School of Design; M.F.A., Syracuse
Professor of Art (1968)

James P. Butler, Jr., B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Assistant Professor of Art (1981), on leave winter and spring terms 1986–87

Catherine P. Campbell, A.B., University of Washington; M.A., Stanford
Instructor in Chinese (1986)

Penny Campbell, A.B., Bennington College
Visiting Lecturer in Dance (1985)

Raymond Francis Carney, Jr., A.B., Harvard; Ph.D., Rutgers
Assistant Professor of English (1978), on leave 1986–87

Gregory Chiang Kuei-ke, A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976)

Robert R. Churchill, B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Associate Professor of Geography (1978)

Michael Paul Claudon, A.B., University of California, Berkeley; Ph.D., Johns Hopkins
Professor of Economics (1970)

Nicholas R. Clifford, A.B., Princeton; M.A., Ph.D., Harvard
Professor of History (1966), on leave 1986–87

Janine Clookey, B.S., Suny at Buffalo; M.S., Brown
Visiting Instructor in Mathematics (1984)

Robert G. Cluss, A.B., Boston University; Ph.D., Ohio State University
Visiting Assistant Professor of Biology (1986)

Raymond A. Coish, B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Assistant Professor of Geology (1979)

David C. Colander, A.B., M.A., M.Phil., Ph.D., Columbia
Christian A. Johnson Visiting Professor of Economics (1982)

Susan C. Cook, A.B., Beloit College; M.A., Ph.D., University of Michigan
Assistant Professor of Music (1985)

Stephen R. Cornish, A.B., University of Durham; M.A., Brown; Ph.D., University of Hull
Visiting Assistant Professor of Sociology (1985)

Richard Cornwall, A.B., Princeton; Ph.D., University of California, Berkeley
Professor of Economics (1977)

Paul M. Cubeta, A.B., Williams; Ph.D., Yale
College Professor of Humanities (1952); Director of the Bread Loaf School of English (1964), on leave 1986–87

Eric L. Davis, A.B., Brown; M.A., Ph.D., Stanford
Associate Professor of Political Science (1980)

Richard H. Dollase, A.B., Brown; M.A.T., C.A.S., Wesleyan; D.Ed., Boston University
Director of Teacher Education with rank of Associate Professor (1982)

Stephen Donadio, A.B., Brandeis; M.A., The Sorbonne; Ph.D., Columbia
Professor of American Literature (1977)

David R. Dorman, B.S., Hobart; Sc.M., Ph.D., Brown
Assistant Professor of Mathematics (1984), on leave 1986–87

Murray P. Dry, A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968)

Jeffrey S. Dunham, B.S., University of Washington; M.S., Ph.D., Stanford
Assistant Professor of Physics (1983)

John Clark Elder, A.B., Pomona; Ph.D., Yale
Associate Professor of English (1973)

Albert H. Ewell, Jr., A.B., Haverford; Ph.D., New York University
Professor of Psychology (1952)

Emory M. Fanning, B.M., Oberlin; M.M., Illinois; Mus.A.D., Boston University
Fletcher Professor of the Arts (1985), Professor of Music (1967)

Robert L. Ferm, A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale
Professor of Religion (1964–65, 1969)

Wendell F. Forbes, A.B., Middlebury
Associate Professor of Physical Education (1962)

Philippe France, DEU, Licence es Lettres, Maitrise es Lettres, Université Lille III
Visiting Lecturer in French (1983)

John S. Gilkeson, Jr., A.B., Amherst; M.A., University of Oklahoma; Ph.D., Brown
Dana Faculty Fellow in American Civilization with rank of Assistant Professor (1985)

Kathryn J. Gingerich, A.B., College of William & Mary
Visiting Instructor in Geology (1986)

Fabio Girelli-Carasi, A.B., M.A., Ph.D., University of Wisconsin
Assistant Professor of Italian (1984–85, 1986)

Peter Goreau, B.Sc., Bristol University; Dr. Sc., Massachusetts Institute of Technology
Assistant Professor of Geology (1980), on leave 1986-87

Robert K. Gould, B.S., University of Maine; M.S., Ph.D., Brown
Professor of Physics (1968)

Susan E. Gray, A.B., Earlham College; M.A., Ph.D., University of Chicago
Visiting Assistant Professor of History (1986)

Joan Towne Greiner, B.S., Skidmore; M.S., Smith
Professor of Physical Education, on Associate Status (1960)

James A. Grube, A.B., Lebanon Valley College
Assistant Professor of Physical Education (1978)

Rudolf K. Haerle, Jr., A.B., Dartmouth; M.A., Ph.D., University of Chicago
Professor of Sociology (1962–66, 1967)

Joanna S. Hall, A.B., Boston University; M.Ed., Lesley
Lecturer in Teacher Education (1980)

Lucy E. Harding, B.S., Stanford; M.S., Ph.D., University of Arizona
Assistant Professor of Geology (1984)

William Harris, A.B., Ph.D., Harvard
Professor of Classics (1956)

Richard W. Heaps, B.S., M.S., University of Illinois
Visiting Instructor in Economics (1986)

Ursula Margarete Heibges, A.B., Catholic University of America; M.A., Columbia; Ph.D., Bryn Mawr
Associate Professor of Classics, on Associate status (1961)

Michael George Heinecken, B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Diana E. Henderson, A.B., College of William & Mary; M.A., M. Phil., Columbia
Visiting Instructor in English (1986)

Claudia A. Henrion, A.B., B.S., Stanford; M.A., Ph.D., Dartmouth
Assistant Professor of Mathematics (1985)

Jeannine Heny, A.B., M.A., University of Massachusetts, Amherst; Ph.D., University of Pennsylvania
Assistant Professor of Linguistics (1982)

Robert Webber Hill, Jr., A.B., M.A., Ph.D., Harvard
Professor of English (1966)

Stephen J. Homick, A.B., M.A., Ph.D., University of Connecticut
Dana Faculty Fellow in Latin American History and Assistant Professor of History (1985)

Carson L. Hopkinson, B.S., Springfield College
Assistant Professor of Physical Education (1977)

William Howland, A.B., M.A., University of Vermont; Ph.D, McGill
Assistant Professor of Northern Studies (1984)

Thomas Huber, M.A., University of Vermont; M.A., Ph.D., Princeton
Professor of German (1966)

John Michael Hunisak, A.B., Williams; M.A., Ph.D., New York University
Professor of Art (1970)

Virginia W. Jackson, A.B., M.A., University of California, Los Angeles
Visiting Instructor in English (1985)

Travis B. Jacobs, A.B., Princeton; M.A., Ph.D., Columbia
Professor of History (1965)

Joanne Jacobson, A.B., University of Illinois, Urbana; M.A., Ph.D., University of Iowa
Assistant Professor of American Literature and Civilization (1981), on leave 1986–87

J. Murray Journeay, B.Sc., St. Lawrence University; M.Sc., Queen's University
Instructor in Geology (1985)

John P. Keenan, A.B., Charles Borromeo Seminary; M.A., University of Pennsylvania; Ph.D., University of Wisconsin, Madison
Visiting Assistant Professor of Religion (1986)

Linda K. Keenan, A.B., Grinnell College; M.A., Harvard
Instructor in Japanese (1986)

Constance N. Kenna, A.B., Elmira; M.A., Yale
Lecturer in German (1971, 1973)

Huguette Knox, M.A., University of Aix-en-Provence
Lecturer in French (part-time) (1982)

Michael Kraus, A.B., University of Colorado; M.A., Princeton
Instructor in Political Science (1980), on leave 1986–87

Bethany Ladimer, A.B., Barnard; M.A., Ph.D., Columbia
Assistant Professor of French (1977–81, 1986)

Marjorie E. Lamberti, A.B., Smith; M.A., Ph.D., Yale
Charles A. Dana Professor of History (1964)

C. Randall Landgren, A.B., Albion College; M.A., Ph.D., Harvard
Associate Professor of Biology (1977)

Michele R. LaRusch, A.B., California State University, Northridge; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Philosophy (1979)

Page H. Laughlin, A.B., University of Virginia; M.F.A., Rhode Island School of Design
Visiting Assistant Professor of Art (1986)

G. Thomas Lawson, B.S., Springfield College
Professor of Physical Education (1969); Director of Athletics (1977)

Sydney Lea, A.B., M.A., Ph.D., Yale
Visiting Associate Professor of English (part-time) (1980)

Diane Legomsky, A.B., University of North Carolina, Chapel Hill; M.A., Northwestern
Instructor in Classics (1984)

Russell J. Leng, A.B., Middlebury; Ph.D., American University
Professor of Political Science (1966), on leave winter and spring terms 1986–87

Mary E. Lick, A.B., Lake Erie; M.S., Smith
Professor of Physical Education (1956); Director of Physical Education (1974)

Ronald D. Liebowitz, A.B., Bucknell; M.A., Ph.D., Columbia
Assistant Professor of Geography (1984), on leave fall and winter terms 1986–87

Karl Lindholm, A.B., Middlebury; M.A., Ph.D., Case Western Reserve
Assistant Professor of American Literature (part-time) (1981)

Judith Liskin-Gasparro, A.B., Bryn Mawr; M.A., Princeton
Visiting Lecturer in Spanish and Special Assistant to the Director of the Language Schools (1986)

David J. Littlefield, A.B., Spring Hill; M.A., Ph.D., Yale
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953–56, 1959), on leave winter and spring terms 1986–87

Donald S. Lopez, Jr., A.B., M.A., Ph.D., University of Virginia
Associate Professor of Religion (1980), on leave 1986–87

David A.J. Macey, A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia
Associate Professor of History (1978)

Dorothy L. Mammen, B.S., Indiana University; M.S., Cornell; M.S., University of Washington
Visiting Instructor in Mathematics and Computer Science (1986)

Gary Margolis, A.B., Middlebury; Ph.D., SUNY at Buffalo
Associate Professor of English (part-time) (1972)

Edward Alexander Martin, A.B., Princeton; M.A., Ph.D., Columbia
Professor of English (1961)

Robert P. Martin, B.S., M.S., Central Connecticut State; M.A., Ph.D., University of Maryland
Associate Professor of Mathematics (1976)

Tamar Mayer, A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Assistant Professor of Geography (1985)

John P. McWilliams, Jr., A.B., Princeton; M.A., Ph.D., Harvard
Professor of American Literature (1977)

Gary G. Meyers, A.B., Pomona; M.A., Claremont Graduate School; Ph.D., Stanford
Assistant Professor of Political Science (1984)

Jane A. Miller, A.B., Macalester College; M.A., Ph.D., University of Michigan
Assistant Professor of Russian (1978)

Brett Millier, A.B., Yale
Instructor in American Literature (1986)

Hiroshi Miyaji, A.B., Kyoto University; M.A., Ph.D., Stanford
Professor of Philosophy (1980); Cornelius V. Starr Professor of Language and Linguistics (1985)

Paul Monod, A.B., Princeton; M.A., M. Phil., Yale
Visiting Instructor in History (1984)

Stephanie S. Montgomery, A.B., Mills College; M.A., Brandeis
Visiting Instructor in French (1983)

Kevin M. Moss, A.B., Amherst; M.A., Ph.D., Cornell
Visiting Assistant Professor of Russian (1983, 1985)

David Napier, B. Phil., University of Louvain; M. Litt., D. Phil., Oxford
Dana Faculty Fellow in Art and Anthropology with rank of Assistant Professor (1984)

Elizabeth Napier, A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Associate Professor of English (1978)

Eric G. Nelson, A.B., University of Illinois; M.A., M.F.A., University of Iowa
Assistant Professor of Art (1978)

Margaret K. Nelson, A.B., Swarthmore; Ph.D., Columbia
Associate Professor of Sociology (1975), on leave 1986–87

Paul E. Nelson, A.B., Augustana; M.A., Ph.D., University of Chicago
Professor of Political Science (1963), on leave winter and spring terms 1986-87

Beatrice Ness, A.B., M.A., D.E.A., Doctorate, University of Paris
Visiting Assistant Professor of French (1986)

Jill Netchinsky, A.B., Bennington; M.A., Ph.D., Yale
Assistant Professor of Spanish (1986)

Fred F. Neuberger, A.B., Middlebury
Dean of Admissions (1955)

Victor L. Nuovo, A.B., Hope; B.D., New Brunswick Theological Seminary; Ph.D., Columbia
Charles A. Dana Professor of Philosophy (1962), on leave 1986–87

Jane Margaret O'Brien, A.B., Vassar; Ph.D., University of Delaware
Assistant Professor of Chemistry (1980)

Nancy M. O'Connor, A.B., Swarthmore; Ph.D., Cornell
Professor of French (1977); Director of the School in France, Paris (1986)

Judith Olinick, A.B., University of Michigan; Ph.D., University of Wisconsin
Lecturer in Russian (part-time) (1978)

Michael Olinick, A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Alfred P. Sloan Resource Professor (1985); Professor of Mathematics (1970)

Andrea Olsen, A.B., Millikan University; M.F.A., University of Utah
Assistant Professor of Dance (1982), on leave 1986-87

Bob Osborne, B.S., University of Tennessee; Ph.D., McMaster University
Assistant Professor of Psychology (1979)

Robert Pack, A.B., Dartmouth; M.A., Columbia
Julian W. Abernethy Professor of American Literature (1964); Director of the Bread Loaf Writers' Conference (1972)

Jay Parini, A.B., Lafayette; B.Phil., Ph.D., University of St. Andrews
Associate Professor of English (1982)

Edward S. Perry, A.B., Baylor; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978)

Edwin L. Pool, B.S., Ph.D., Iowa State
Professor of Chemistry (1954)

Chandler A. Potter, A.B., Amherst, M.F.A., Yale
Professor of Drama (1956)

Kirsten H. Powell, B.F.A. Ohio Wesleyan; M.Ed., Lehigh; M.A., University of Delaware; M.Phil., Ph.D., Columbia
Assistant Professor of Art (1983), on leave winter and spring terms 1986–87

David Price, A.B., Amherst; M.A., Ph.D., Princeton
Associate Professor of English (1970), on leave winter and spring terms 1986-87

Henry B. Prickitt, A.B., Amherst; Ph.D., Harvard
Henry Norman Hudson Professor of English, on Associate Status (1948)

Robert Prigo, A.B., M.A., Ph.D., University of California, Santa Barbara
Associate Professor of Physics (1980)

David Langdon Prouty, A.B., Colgate; Ph.D., Tulane
Professor of Psychology (1959)

Stephen J. Ratcliff, B.S., Case Institute of Technology
Visiting Instructor in Physics (1985)

Roddey Reid, III, A.B., Duke; Ph.D., Yale
Assistant Professor of French (1985)

Russell L. Reilly, A.B., Bates; M.Ed., Boston University
Assistant Professor of Physical Education (1977); Assistant Director of Athletics (1983)

I. David Reingold, A.B., Dartmouth; Ph.D., University of Oregon
Assistant Professor of Chemistry (1979)

Marc Riess, A.B., SUNY at Stony Brook; M.A., Ph.D., University of Florida
Associate Professor of Psychology (1978)

Carol Rifelj, A.B., M.A., Ph.D., University of Wisconsin
Professor of French (1972), Dean of the French School (1986)

Robert D. Ritter, A.B., Middlebury
Instructor in Physical Education (1982)

E. Burke Rochford, Jr., A.B., California State University, San Bernadino; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Sociology (1986)

Thomas M. Root, B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Associate Professor of Biology (1979)

David A. Rosenberg, B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell
Professor of Political Science (1972)

Ronald E. Rucker, A.B., Pomona; M.A., Harvard; M.L.S., University of California, Berkeley
Librarian with rank of Professor (1976)

Theodore Rueter, A.B., M.A., University of Wisconsin; M.A., University of Chicago
Visiting Instructor in Political Science (1986)

George B. Saul, II, A.B., M.A., Ph.D., University of Pennsylvania
Charles A. Dana Professor of Biology (1967)

Richard A. Saunders, A.B., Bowdoin; M.A., University of Delaware; M.Phil., Ph.D., Yale
College Curator and Director of the Johnson Gallery with rank of Assistant Professor of Art (1985)

Sheldon C. Sax, A.B., Commerce University of Toronto; M.A., Simon Fraser University
Visiting Instructor in Economics (1984)

Robert S. Schine, A.B., Kenyon College; M.A., Universitat Freiburg
Dana Faculty Fellow in Jewish Studies and Instructor in Religion (1985)

Peter Schumer, B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Assistant Professor of Mathematics (1983)

Charles P. Scott, A.B., Ohio State; B.D., Princeton Theological Seminary
Professor of Religion; Chaplain Emeritus (1951)

Sallie P. Sheldon, A.B., M.A., SUNY at Buffalo; Ph.D., University of Minnesota
Assistant Professor of Biology (1985)

Ugo Skubikowski, A.B., George Washington; M.A., University of Colorado; Ph.D., Indiana
Associate Professor of Italian (1981); Dean of the Italian School (1981)

Pamela L. Small, A.B., California State University, Hayward; M.T., Children's Hospital, San Francisco
Instructor in Biology (1986)

David K. Smith, A.B., Middlebury; Ph.D., Harvard
Alumni Professor of Economics (1950)

Robert L. Smith, A.B., University of Delaware; M.A., University of Maine, Orono
Instructor in Physical Education (1979)

Stephen L. S. Smith, A.B., Williams
Instructor in Economics (1985)

Paul M. Sommers, A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Associate Professor of Economics (1976), on leave winter and spring terms 1986–87

Stephen F. Sontum, A.B., Southern Lutheran College; Ph.D., University of California, Davis
Assistant Professor of Chemistry (1983)

M. Kimberly Sparks, A.B., Ph.D., Princeton
Charles A. Dana Professor of German (1966); Director of the School in Germany, Mainz (1986)

John Spencer, A.B., Princeton; M.A., Ph.D., Columbia; Litt.D., Atlanta University
Professor of History (1974), on leave fall and winter terms 1986–87

Douglas C. Sprigg, A.B., M.A., Ph.D., University of Michigan
Associate Professor of Theatre (1975), on leave winter and spring terms 1986–87

Betsy K. Thurber, A.B., University of Vermont
Lecturer in Teacher Education (part-time) (1972)

Pardon E. Tillinghast, A.B., Brown; Ph.D., Harvard
Charles A. Dana Professor of History, on Associate Status (1947)

George B. Todd, A.B., Amherst; M.B.A., Stanford; M.F.A., Princeton
Christian A. Johnson Professor of Music (1965)

Gary S. Towne, A.B., Yale; Ph.D., University of California, Santa Barbara
Visiting Assistant Professor of Music (1985)

Stephen C. Trombulak, A.B., University of California, Los Angeles; Ph.D., University of Washington
Assistant Professor of Biology (1985)

Van Horn Vail, A.B., University of Washington; M.A., Ph.D., Princeton
Professor of German (1966)

Roberto A. Véguez, B.S., Columbia; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972)

Gregory J. Vitercik, A.B., Columbia; M.A., Ph.D., SUNY at Stony Brook
Assistant Professor of Music (1986)

Christopher D. Watters, B.S., Notre Dame; M.A., Ph.D., Princeton
Irene Heinz and John LaPorte Given Professor of Pre-Medical Sciences (1968), on leave 1986–87

Anne M. Weaver, B.S., Springfield College; M.S., Pennsylvania State University
Instructor in Physical Education (1984)

Christopher Wilson, A.B., Illinois Wesleyan; M.A.R., Yale Divinity; M.A., M.Phil., Ph.D., Yale
Assistant Professor of Art (1979)

P. Frank Winkler, Jr., B.S., California Institute of Technology; M.A., Ph.D., Harvard
William R. Kenan, Jr., Professor of Physics (1969)

Richard L. T. Wolfson, A.B., Swarthmore; M.S., University of Michigan; Ph.D., Dartmouth
Associate Professor of Physics (1976), on leave 1986–87

Erica B. Wonnacott, A.B., Drew; M.A., Columbia
Dean of Students (1970)

Phanindra V. Wunnava, B. Commerce and M. Commerce, Andhra University; M.A. University of Miami; Ph.D., SUNY at Binghamton
Visiting Assistant Professor of Economics (1985)

Don J. Wyatt, A.B., Beloit; M.A., Ph.D. Harvard
Visiting Assistant Professor of History (1986)

Oliver Larry Yarbrough, A.B., Birmingham-Southern College; B.A. (M.A.) Cambridge University; M.Div., Candler School of Theology, Emory University; M.Phil., Ph.D., Yale
Assistant Professor of Religion (1983)

Steven B. Young, A.B., Middlebury; M.S., University of Alaska; Ph.D., Harvard
Adjunct Professor of Biology (1977)

Patricia Zupan, A.B., Duquesne University; M.A., Ph.D., Indiana University
Assistant Professor of Italian (1982)

Assistants in Instruction

Katherine W. Cadwell, A.B., Middlebury; M.A., University of Denver
Assistant in Teacher Education (part-time) (1985)

Harry T. L. Ernevad, Gotesborg Tekniska Inst., Gotesborg Universitet
Assistant in Chemistry (1977)

Francis T. Kelley, A.B., M.A., Boston College
Assistant in Teacher Education (part-time) (1985)

H. Peter Wimmer, A.B., M.S., Lehigh; Ph.D., University of Vermont
Assistant in Biology (1972)

Emeriti

James Isbell Armstrong, A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus, and Professor Emeritus of Classics (1963); Emeritus, 1975

Donald Henry Ballou, A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus, 1973

Horace P. Beck, A.B., Ph.D.
Professor Emeritus of Folklore (1956); Emeritus, 1983

Douglas Stow Beers, Ph.D.
Hudson Professor Emeritus of English (1925); Emeritus, 1963

Ronald Bielli, B.S., M.A.
Professor Emeritus of Mathematics (1956); Emeritus, 1984

Leslie Cole Bigelow, A.B., Ph.D.
Professor Emeritus of Philosophy (1952); Emeritus, 1978

Claude L. Bourcier, Agregé de L'Université
Alumni Professor Emeritus of French (1937); Emeritus, 1975

John Gerald Bowker, Ed.M., L.H.D.
Baldwin Professor Emeritus of Mathematics (1926), Dean Emeritus of the Faculty (1953); Emeritus, 1967

Walter Brooker, A.B., Ed.D.
Vice President Emeritus (1956); Emeritus, 1982

Philip W. Carruth, A.B., M.A., Ph.D.
Professor Emeritus of Mathematics (1966); Emeritus, 1976

Pierina B. Castiglione, M.A., Dottore in Lettere
Lecturer Emerita in Italian (1972); Emerita, 1975

Salvatore J. Castiglione, A.B., Ph.D., Litt.D.
Jean Thomson Fulton Professor Emeritus of Italian (1966); Emeritus, 1975

William B. Catton, A.B., M.A., Ph.D.
Historian-in-Residence Emeritus (1964); Emeritus, 1984

John H. Clagett, B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus, 1978

John V. Craven, A.B., M.A., Ph.D.
Professor Emeritus of Economics (1956); Emeritus, 1983

Stephen Albert Freeman, Ph.D., LL.D., L.H.D., Litt.D.
Professor Emeritus of French (1925); Vice President Emeritus (1943); Emeritus, 1963; Director Emeritus of the Language Schools (1946); Emeritus, 1963

Grant H. Harnest, A.B., Ph.D.
Irene Heinz and John LaPorte Given Professor Emeritus in Pre-Medical Sciences (1975); Professor Emeritus of Chemistry (1943); Emeritus, 1982

Harold Bradford Hitchcock, A.B., Ph.D.
Mead Professor Emeritus of Biology (1943); Emeritus, 1968

Charles Leonard Hoag, A.B., M.A., Ph.D.
Alumni Professor Emeritus of Political Science (1947); Emeritus, 1972

Marion E. Holmes, A.B.
Secretary Emerita of the Faculty (1937); Emerita, 1977

J. Rowland Illick, A.B., Ph.D.
Professor Emeritus of Geography (1946); Emeritus, 1986

Elizabeth B. Kelly, A.B.
Dean Emerita of Women (1946); Emerita, 1970

Duncan J. McDonald, B.S., M.A.
Professor Emeritus of Biology (1967); Emeritus, 1985

Walter A. Moyer, Jr., B.S., Ph.D.
Professor Emeritus of Chemistry (1951–71); Associate Dean Emeritus of Sciences (1981); Emeritus, 1985

Howard McCoy Munford, B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus, 1977

Werner Neuse, Ph.D., Litt.D.
Professor Emeritus of German (1932); Emeritus, 1966

Berthe O. Normano, Litt.D.
Lecturer Emerita in Russian (1960); Emerita, 1966

Carroll Rikert, Jr., A.B., M.B.A., C.P.A., LL.D.
Treasurer Emeritus (1952); Emeritus, 1983

E. Kirk Roberts, A.B., Ph.D.
Professor Emeritus of Chemistry (1952); Emeritus, 1983

Charles P. Scott, A.B., B.D.
Chaplain Emeritus (1951); Emeritus, 1986

Erie T. Volkert, A.B., M.A.
Professor Emeritus of Drama (1941); Emeritus, 1976

Klaus Heinrich Wolff, A.B., Ph.D.
Professor Emeritus of Economics (1956); Emeritus, 1981

Howard E. Woodin, B.S., M.S. Ph.D.
Professor Emeritus of Biology (1953); Emeritus, 1985

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CALENDAR 1986–1987

1986 SEPTEMBER

Aug 27–31 Wed–Sun	Alumni College, Bread Loaf
2 Tuesday	Freshman Week begins
7 Sunday	Convocation
8 Monday	Fall Term Classes begin (8:15 a.m.)
26–28 Fri–Sun	Parents Weekend I

OCTOBER

3–5 Fri–Sun	Parents Weekend II
13–14 Mon–Tues	Mid-Term Recess
17–19 Fri–Sun	Homecoming

NOVEMBER

6 Thursday	All College Meeting Night (7:30 p.m.)
25 Tuesday	Thanksgiving Recess begins (5:00 p.m.)

DECEMBER

1 Monday	Classes resume (8:15 a.m.)
6 Saturday	Fall Term Classes end (12:15 p.m.)
8 Monday	Examination Period begins
9 Tuesday	Final Exams begin (Exams scheduled on Tuesday, Thursday, Saturday, Monday and Tuesday)
16 Tuesday	Examination Period ends. Christmas recess begins

1987 JANUARY

5 Monday	Winter Term begins (8:15 a.m.)
16–18 Fri–Sun	Alumni Winter Weekend
30 Friday	Winter Term ends. (5:00 p.m.) Winter Recess begins

FEBRUARY

9 Monday	Spring Term Classes begin (8:15 a.m.)
26 Thursday	Winter Carnival Recess begins (5:00 p.m.)

MARCH

2 Monday	Classes resume (8:15 a.m.)
28 Saturday	Spring Recess begins (12:15 p.m.)

APRIL

6 Monday	Classes resume (8:15 a.m.)
16 Thursday	All College Meeting Night (7:30 p.m.)

1987 MAY

9 Saturday	Spring Term Classes end (12:15 p.m.)
11 Monday	Examination Period begins. General Exams begin
12 Tuesday	Final Exams begin (Exams scheduled on Tuesday, Thursday, Saturday, Monday and Tuesday)
19 Tuesday	Examination Period ends
23 Saturday	Baccalaureate
24 Sunday	Commencement
29–31 Fri–Sun	Spring Reunions

JUNE

12 Friday	Language Schools' Nine Week Session begins
19 Friday	Language Schools' Seven Week Session begins
22 Monday	Language Schools' Six Week Session begins
23 Tuesday	Bread Loaf School of English, Vermont, begins
29 Monday	Bread Loaf School of English, Lincoln College, Oxford, begins

AUGUST

7 Friday	Commencement, Language Schools
8 Saturday	Language Schools' Seven Week Session ends
8 Saturday	Language Schools' Six Week Session ends
8 Saturday	Commencement, Bread Loaf School of English, Lincoln College, Oxford
8 Saturday	Commencement, Bread Loaf School of English, Vermont
9 Sunday	Bread Loaf School of English, Vermont ends
9 Sunday	Bread Loaf School of English, Lincoln College, Oxford ends
11 Tuesday	Bread Loaf Writers' Conference begins
15 Saturday	Language Schools' Nine Week Session ends
23 Sunday	Bread Loaf Writer's Conference ends

DIRECTIONS FOR CORRESPONDENCE

College Telephone Number: (802) 388-3711, with the following extension numbers

For information about:

Admissions	Dean of Admissions, The Emma Willard House	5153
Alumni Affairs	Director of Alumni Relations, Forest Hall	5181
Athletics	Director of Athletics, Memorial Field House	5250
Business Matters	Vice President for Administration and Treasurer, Old Chapel	5404
Career Counseling and Placement	Director of Career Counseling and Placement, Adirondack House	5100
General Information	Director of Student Activities Proctor Hall	5338
Gifts and Bequests	Director of Development, Forest Hall	5181 or 5183
Educational Program	Dean of the College, Old Chapel	5393
Financial Aid	Director of Financial Aid, The Emma Willard House	5158
Health Services	Director, George F. Parton, Jr. Health Center	5135
Payment of Bills	Comptroller, Old Chapel	5366
Section 504 of the Rehabilitation Act of 1973	Vice President for Administration and Treasurer, Old Chapel	5393
Bread Loaf School of English, 4 Hillcrest		5418
Bread Loaf Writers' Conference, Munroe Hall		5286
Foreign Language Schools	Director of Language Schools Sunderland Language Center	5508
Student Affairs	Dean of Students, Old Chapel	5382

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Language Schools and Bread Loaf Alumni, Sunderland Language Center	5517

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